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ABSTRACT

An advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) Literary Criticism. This document is a discussion of reading objectives. (CK)

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PM 431 - 39

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

READING FOR FEELINGS

LEVEL: II

UNIT: 4

LESSON: 1

AC014046

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MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
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How do you get to know people? You can't really tell how you got to know your parents, family, old friends -- you don't remember ever not knowing them. But it's different with people like teachers, friends you've made when you were older, fellows you've worked with, men you've worked for. These people were once strangers to you and then by being with them, talking with them, watching them, and working with them, you became acquainted with them.

If you know a person, or even if you make up an imaginary person, as in a game or in a story, you can describe him to your friend. If you've described him well your friend will feel as if he too knows that person.

READ the following two letters written by Corpsmen to friends back home. Notice that each Corpsman describes a teacher he has gotten to know at the Job Corps. Compare the two descriptions.

Dear Ed,

You asked me how I feel about this place. I guess I really don't know yet. I just haven't figured out what's going on. They gave us new clothes and new shoes and with all the new guys here -- it's all pretty strange. I'm still not altogether sure about how to get around. I keep on getting lost, just trying to find my cabin at night. You'd think I'd have learned by now.

I'm training in the machine shop now but it's nothing like the tinkering around with old cars like we used to do at home. Here we learn how to do more stuff like check transmissions, fix wheel alignments -- things that those heavy car mechanics do. It's pretty tough getting it all straight. Mr. Collins, the guy in charge of the machine shop bugs me like crazy. He's always making jokes and it really gets to me. Especially when I'm trying to remember all those new things. And he thinks I'm real stupid. He never gets angry or yells when I make a mistake. Instead, if I don't know how to do something he just explains it again very slowly. I get the feeling that underneath he's laughing at me for being such a jerk.

And he sure lets you have it when he feels like it. He almost threw this guy Jack out of the shop yesterday just for driving around in one of the trucks. We all decided to cool it in his class.

I'm going to stick it out a little longer I guess. Maybe I'll get to know my way around here better. And I'm sure learning a lot about cars. I bet I could get a job as a garage mechanic right now.

As ever

The Phantom

7. MATCH the feeling in Column A with the phrase that best describes it in Column B.

A.	B.
a. scornful	1. _____ extreme fear
b. anxiety	2. _____ boundless excitement
c. enthusiasm	3. _____ dark unhappiness
d. gloom	4. _____ dislike and disgust

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

5

☆ U. S. GOVERNMENT PRINTING OFFICE : 1970 O - 369-846

Dear Dan,

It's not so bad up here -- not as bad as you think. I didn't think too much of this place either in the beginning, but maybe I'm changing my mind. It looks like it might work out.

I've been working in the machine shop since I got here -- learning how to fix cars, and not just changing tires either. The teacher here, Mr. Collins, is showing us how to check the transmission, fix the wheel alignment, reline the brakes, and lots of other things that regular mechanics do. Mr. Collins is really great. He's got a sense of humor that you'd really dig. He hardly ever gets angry or yells at us for doing things wrong. He's always ready to help a guy out -- not like some of the other teachers here who expect you to know everything before he's even learned it.

And don't think Collins is soft either. He doesn't let the guys get away with a thing. One of the guys, Jack, figured he'd take one of the machine shop trucks for a ride around the camp. Now that's really out around this place. Mr. Collins saw him pulling out of the shop and gave it to him but good. Jack won't try that again -- neither will the rest of us.

Got to go now. Tell the guys they ought to check this place out.

Pete

6

4. Which of the following feelings are passionate?

a. ☐ indifference

b. ☐ hatred

c. ☐ rage

d. ☐ sorrow

5. He was not satisfied
His look was all dissatisfied.
His beard swung on a wind far out of sight
Behind the world's curve, and there was light
Most fearful from his forehead, and he sighed,
"That star went always wrong, and from the start
I was dissatisfied."

The above poem expresses a mood of (CHECK one):

a. ☐ anxiety and sorrow

b. ☐ desire and anger

c. ☐ loneliness and impatience

d. ☐ unhappiness and discontent

6. Which lines below express the gloom and fearfulness of the forest?

1. ☐ And, maddened with despair, so that he laughed loud and long
2. ☐ did Goodman Brown grasp his staff and set forth again, at such
3. ☐ a rate that he seemed to fly along the forest path rather than
4. ☐ to walk or run. The road grew wilder and drearier and more
5. ☐ faintly traced, and vanished at length, leaving him in the
6. ☐ heart of the dark wilderness. The whole forest was peopled with
7. ☐ frightful sounds -- the creaking of the trees, the howling of
8. ☐ wild beasts, and the yell of Indians; while sometimes the wind
9. ☐ moaned like a wounded stag.

Pete and Steve are both describing the same character, their teacher Mr. Collins. But the pictures you get of Mr. Collins from the two letters are very different. From Pete's point of view Mr. Collins is a swell guy with a great sense of humor, very patient and an excellent teacher. Steve is unsure and suspicious of Mr. Collins. From his point of view Mr. Collins is scornful and insincere. Do you think you can tell which is the truer description of Mr. Collins? Is he patient or is he scornful? It's hard to say. But you can tell something about Pete and Steve. In addition to giving you a picture of Mr. Collins in these letters they have also shown you their own feelings and attitudes. Pete feels at home and is sure of himself; Steve feels strange and suspicious.

In literature you get to know people by how they act, what they say, what other people say about them, and what the writer himself tells you about them. In this progression you will meet many new characters. Some of them will be described directly as Mr. Collins is described in these letters. Others you will get to know through the way they talk about other people and things, as you got to know Pete and Steve in these letters.

You won't often get two opposite pictures of the same character as you got in these two letters. But to best appreciate any description of a character you should always be on the lookout for the point of view from which the character is being described.

Time completed _____

1. Which of the following selections reveals a pessimistic feeling?

a. ☐ See, how she leans her cheek upon her hand
O! that I were a glove upon that hand,
That I might touch that cheek.

b. ☐ I have heard the mermaids singing, each to each.
I do not think that they will sing to me.

2. "My name is Ozymandias, Kings of Kings:
Look on my works, ye Mighty, and despair!"
Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare
The lone and level sands stretch far away.

The feeling of the above poem is best summarized as (CHECK one):

a. ☐ hatred

b. ☐ futility

c. ☐ optimism

d. ☐ loneliness

3. We were happy that morning
O God how happy.
First the stones the leaves and the flowers shone
and then the sun
A huge sun all thorns but so very high in the heavens.

The tone of the above selection is (CHECK one):

a. ☐ extremely enthusiastic

b. ☐ slightly impatient

c. ☐ mildly indifferent

d. ☐ somewhat optimistic

1.

If you remember poems, plays, or stories that you have read or movies and television programs you have seen and think about what these stories tell you, one of the things you are bound to come up with is that authors write about other people. When an author writes about other people, he usually tells you what those people are feeling. He also tries to tell what he feels himself. Human feelings are a very common subject for writers, for all artists, actually.

The lessons that follow will show you how feelings are expressed in literature. Some of the feelings will have familiar names, like anger, desire, fear, and joy. Other feelings you may have experienced without knowing some of the names for them -- feelings with names such as anxiety (a kind of fear), enthusiasm, indignation, gloom, and rage.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

MASTERY TEST

Time started _____

11

2.

READ this passage to get an idea of the character's feeling. Some words and phrases in the passage are underlined. They are some of the key words that express feeling. The author does not tell you what the character feels but he describes what she does, how she looks, and what she is thinking. When you read these descriptions you come away with a feeling.

> . . . she went on up the stairs, breathless, distraught, dumb, and ever holding this horrible piece of paper, that crackled between her fingers like a plate of sheet-iron. On the second floor she stopped before the attic door, that was closed.
>
> Then she tried to calm herself; she recalled the letter; she must finish it; she did not dare to. And where? How? She would be seen!

The feeling in the above passage is:

- ☐ calmness
- ☐ fear and anxiety
- ☐ happy excitement
- ☐ hatred and anger

fear and anxiety

The underlined words are important because:

- ☐ they are good descriptions
- ☐ they explain the action
- ☐ they reveal feelings

they reveal feelings

EMOTION

Emotion means feeling. Emotion may be happy (love, joy, hope, enthusiasm) or unhappy, (hate, rage, fear, gloom). An emotional person is one who reacts with his feelings.

INDIFFERENCE

Indifference means lack of feeling or caring. If we don't care what happens or don't feel one way or another about something, we are being indifferent.

DEGREES OF FEELING

An emotion may be:

slight
mild
moderate
intense, passionate, extreme
violent
uncontrollable

These words describe how much a thing is felt but not what the feeling is.

PASSIONATE

Intense emotion is passionate. We can be intensely happy or intensely unhappy.

Example:

passionate anger is rage
passionate dislike is hatred or contempt
passionate liking is love, adoration

Here is an example of a poem that expresses despair:

A barren deserted vale you see it is:
The trees, though summer, yet forlorn and lean,
Overcome with moss and baleful mistletoe;
Here never shines the sun; here nothing breeds,
Unless the nightly owl or fatal raven.

3.

Much of literature is about human feelings or emotions. Here are three selections. Each conveys a different feeling or emotion.

As you read, pay attention to the key words and phrases that are underlined:

A. They are all gone away,
The house is shut and still,
There is nothing more to say.

Through broken walls and gray
The winds blow bleak and shrill:
They are all gone away.

B. See, how she leans her cheek upon her hand.
O! that I were a glove upon that hand,
That I might touch that cheek.

C. The water was even colder than I had expected, and hardened my whole body at once. For a minute or two I swam rapidly in circles in the small center that was deep enough. Then I was all right and could roll easily, and even float looking up. The first stars were showing above the ridge in the east. I let go a couple of bars of high, operatic-sounding something. It came back at me sounding much better, sweet and clear and high. God, I was happy. This was the way I liked it, alone, and clean, cold, and a lot of time ahead.

FILL the letter of the selection in the blank beside the word that best describes the feeling each selection gives:

Passage A 1. _____desire, wanting

Passage B 2. _____emptiness and loneliness

Passage C 3. _____happiness

From the Passage matching Question 1, copy two underlined phrases that express desire and wanting.

1. B

2. A

3. C

That I might touch that cheek
that I were

25.

READ the following poem:

The Song of the Orphan

I am nobody and neither shall I be anybody.
Now of course I am still too small for being;
But later too.

Mothers and fathers,
Have pity on me.

Indeed it's not worth the trouble of rearing me:
I shall be mowed down all the same.
No one can use me: it's too early now,
And tomorrow it will be too late.

The above poem expresses:

- ☐ optimism
- ☐ pessimism

pessimism

The feeling expressed is:

- ☐ anger
- ☐ futility
- ☐ joy

futility

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

4.

Feelings are emotions. When someone is described as emotional, it means that they have a lot of feeling about something. When someone does not have feelings about something or care at all, he is said to be indifferent. Indifferent is the opposite of emotional.

> Gant ate ravenously and without caution. He was immoderately fond of fish, and he invariably choked upon a bone while eating it. This happened hundreds of times, but each time he would look up suddenly with a howl of agony and terror, groaning and crying out strongly while a half-dozen hands pounded violently on his back.
>
> "Merciful God!" he would gasp finally, "I thought I was done for that time."

The above passage reveals that Gant is:

- ☐ emotional
- ☐ indifferent

Go back to the passage and UNDERLINE three (3) words or phrases that support your answer to the above question.

emotional

You could have underlined any of these:

howl of agony
terror
groaning
crying out
pounded violently
gasp
without caution
I thought I was done

23. The following poem expresses optimism. Oh, never a doubt but, somewhere, I shall wake, And give what's left of love again, and make New friends, now strangers . . . The author feels that: ☐ he does not want to die ☐ he will be a rich man someday ☐ he will live again ☐ he will never have a chance to meet new people	he will live again
24. Put a P next to the expression(s) of pessimistic feelings and an O next to the expression(s) of optimistic feelings. _____ "When then are you going to make that trip?" She attached her eyes a moment to a small sun-spot on the carpet. I waited, watching her with interest. "Never," she said. "Do you mean you wouldn't go if you could?" "I can't -- I can't," she said. "It's all over. Everything's different. I never think of it." _____ I love him, I love him, ran the patter of her lips And she formed his name on her tongue and sang. And she sent him word she loved him so much, So much, and death was nothing; work, art, home, All was nothing if her love for him was not first Of all; . . . . _____ Ah! the good times we will have. Youth and the sea. Glamor and the sea! The good, strong sea, the salt, bitter sea, that will give the least of us a chance to feel his strength.	P O O

5.

Here is a selection that shows another reaction to food and eating.

> The door of Henry's lunchroom opened and two men came in. They sat down at the counter.
>
> "What's yours?" George asked them.
>
> "I don't know," one of the men said. "What do you want to eat, Al?"
>
> "I don't know," said Al. "I don't care what I eat. Give me anything you have."

Al's attitude toward food is:

- ☐ emotional
- ☐ indifferent

indifferent

Go back to the passage and UNDERLINE one phrase that supports your answer.

You could have underlined:

I don't care what I eat,
or
Give me anything you have.

22.

Hope and optimism are feelings that contrast sharply with the feeling of regret. The poem you read that began "I wish to God I never saw you" has an expression of regret. An optimistic person does not concentrate on regrets. Rather than being sorry about what has happened in the past, an optimistic person looks forward to the future. The following poem expresses hope.

It's going to come out all right -- do you know?
1 The sun, the birds, the grass -- they know.
They get along -- and we'll get along.

Some days will be rainy and you will sit waiting
2 And the letter you wait for won't come,
And I will sit watching the sky tear off grey and grey
And the letter I wait for won't come.

But it's going to come out all right -- do you know?
3 The sun, the birds, the grass -- they know.
They get along -- and we'll get along.

The feeling or mood of stanzas* 1 and 3 is best described as:

- ☐ cheerful
- ☐ humorous
- ☐ indifferent
- ☐ surprised

cheerful

The poet expresses some doubt about the future in:

- ☐ stanza 1
- ☐ stanza 2
- ☐ stanza 3

stanza 2

*Stanza - the name given to a verse, or separate group of lines in a poem.

6.

READ the following selections. Try to decide which characters are emotional and which are indifferent.

A. "He must have got mixed up in something in Chicago."

"I guess so," said George.

"It's a hell of a thing," said Nick.

George did not say anything. He reached down for a towel and wiped the counter.

"I'm going to get out of this town," Nick said.

"Are you?" said George.

"I can't stand to think about him getting killed. It's too damned awful."

"Well," said George, "you might as well not think about it."

B. Edna faltered back into her chair.

"Don't talk so loud," she begged him. Her eyes blurred with tears. "You have no idea how your voice carries. You might have chosen a less public place to make all these crazy accusations."

He didn't answer.

The character that displays indifference is:

- ☐ Edna
- ☐ George
- ☐ Nick

George

20.

Two kinds of feelings appear again and again in life -- hopefulness and despair. When someone is hopeful or optimistic, he feels that everything will turn out for the best. A despairing or pessimistic person, on the other hand, dwells on the sadness, disappointments and tragedy in life. He has a gloomy or generally negative attitude toward things.

PUT a P next to the passage that shows a feeling of pessimism:

_____ When you are old, you will know how vain it was to boast of fleeting things, so certain to be lost. When you are old, everything will seem empty.

_____ It's going to come out all right -- do you know?
The sun, the birds, the grass -- they know.
They get along -- and we'll get along.

P

21.

A feeling of futility is an extreme form of pessimism. It is a feeling that human hope and effort are useless. A person who felt that something was futile would feel that it wasn't worth doing and didn't have a chance of succeeding. He would feel all his efforts would be in vain*.

In the following passage UNDERLINE two (2) words or phrases that tell you this writer feels it is futile to boast of things that will pass.

When you are old, you will know how

vain it was to boast of fleeting

things, so certain to be lost. When

you are old, everything will seem empty.

*In vain means pointless, without reward or success.

You could have underlined:

vain, fleeting things
certain to be lost
everything will seem empty

7.

Something that is expressed with a great deal of excitement and interest is said to be enthusiastic. Below are two expressions of happiness. One expresses enthusiasm, one expresses peacefulness and serenity (calm).

A. I have lain in the sun,
I have toil'd as I might,
I have thought as I would,
And now it is night.

My bed full of sleep,
My heart of content
For friends that I met
The way that I went . . .

B. Everyone suddenly burst out singing;
And I was filled with such delight
As prisoned birds must find in freedom,
Winging wildly across the white
Orchards and dark-green fields; on---on---and out of sight,
Everyone's voice was suddenly lifted,
And beauty came like the setting sun.

Which passage is written in a tone that is characterized by great enthusiasm?

☐ Passage A
☐ Passage B

Passage B

UNDERLINE two (2) words or phrases in the passage you checked that show enthusiasm.

You could have underlined:

burst out singing
such delight wringing wildly
Everyone's voice was suddenly lifted

19.

Often people write (and speak, too, for that matter) to express feelings. People try to tell each other how they feel about what has happened to them. Some authors are more successful than others because they are able to make you feel what they have felt. When you are reading what they have written, you share their feeling. It's like wearing their shoes for a while.

REFER TO PANEL 3

If you try to put yourself in the shoes of the person who is expressing his feelings in this poem, whose shoes would you be wearing? -- those of a person who:

- ☐ enjoyed family life but hated his wife
- ☐ wanted to be by himself — wanted to be by himself
- ☐ except for working, was satisfied with his life
- ☐ was worn out with cares and responsibilities — was worn out with cares and . . .

The tone or mood of the poem is:

- ☐ humorous
- ☐ indifferent
- ☐ ruthless
- ☐ serious — serious

8.

There are many tones or moods that express happiness, just as there are shades and degrees of unhappiness. Which of the words below express a form of <u>happiness</u>?

- ☐ anxiety
- ☐ cheerfulness
- ☐ despair
- ☐ joyousness
- ☐ regret
- ☐ rejoicing

cheerfulness

joyousness

rejoicing

18.

REFER TO PANEL 3 (Page 22)

The author of this poem is trying to describe his feelings about his marriage. Think for a moment about his feelings. The writer repeats it several times, in many different ways. It is not hard to recognize the feelings that he is expressing -- regret, disgust, despair, anger, even hatred. The particular description of the feeling will depend on the reader's particular reaction; but it is easy to get the overall mood or tone.

Regret is sorrow for what is lost or past. CHECK the phrases that express the feeling of regret and disgust in this poem.

- ☐ I wish we never bought a license.
- ☐ Always and always as long as the sun and rain lasts anywhere.
- ☐ I wish to God I never saw you.
- ☐ Yes, I'm wishing you lived somewhere away from here.

I wish we never bought a license.

I wish to God I never saw you.

Yes, I'm wishing you lived . . .

PANEL 3

I wish to God I never saw you, Mag.
I wish you never quit your job and came along with me
I wish we never bought a license and a white dress
For you to get married in the day we ran off to a minister
And told him we would love each other and take care of each other
Always and always long as the sun and the rain lasts anywhere.
Yes, I'm wishing now you lived somewhere away from here
And I was a bum on the bumpers a thousand miles away dead broke.
I wish the kids had never come
And rent and coal and clothes to pay for
And a grocery man calling for cash,
Every day cash for beans and prunes.
I wish to God I never saw you, Mag.
I wish to God the kids had never come.

16.

REFER TO PANEL 1 (Page 19)

Which moods or tones are not included in the passage:

- ☐ fear (of uncertainty)
- ☐ hatred
- ☐ loneliness
- ☐ sadness

hatred

Lines 31-35 express George's:

- ☐ despair and bitterness
- ☐ loneliness and yearning
- ☐ sadness at growing up

loneliness and yearning

17.

REFER TO PANEL 2 (Page 20)

In which line(s) of the passage does a character express indifference?

- ☐ line 2
- ☐ line 5
- ☐ line 12

line 5

Which character expresses anger:

- ☐ the bartender
- ☐ the gambler
- ☐ the Swede

the Swede

The overall tone of the passage is:

- ☐ calm
- ☐ humorous
- ☐ joyful
- ☐ serious

serious

9.

Just as there are different words for happiness or pleasure, so there are various words for unhappiness and sorrow. Gloomy, despairing and mournful are all words that express sadness.

Each of the following poems creates a different feeling about a place.

A. Ne'er saw I, never felt, a calm so deep,
The river glideth at his own sweet will,
Dear God the very houses seem asleep;
And all that mighty heart is lying still.

B. A barren detested vale you see it is:
The trees, though summer, yet forlorn and lean,
Overcome with moss and baleful mistletoe;
Here never shines the sun; here nothing breeds,*
Unless the nightly owl or fatal raven.

Which poem describes a gloomy place?

- ☐ A
- ☐ B

B

Which of these lines is mournful because it suggests darkness and lack of life?

- ☐ Dear God the very houses seem asleep
- ☐ Here never shines the sun; here nothing breeds
- ☐ The river glideth at his own sweet will

Here never shines the sun; . . .

*Breed means to bear and nourish young.

28

PANEL 2

The Swede stalked over to the table, and laid his hand upon the shoulder of the gambler. "How about this?" he asked wrathfully. "I asked you to drink with me."

The gambler simply twisted his head and spoke over his shoulder. "My friend. I don't know you."

"Oh, hell!" answered the Swede, "come and have a drink."

"Now my boy," advised the gambler, kindly, "take your hand off my shoulder and go away and mind your own business." He was a little, slim man, and it seemed strange to hear him use this tone of heroic patronage to the burly Swede. The other men at the table said nothing.

"What! You won't drink with me, you little dude? I'll make you, then! I'll make you!" The Swede had grasped the gambler frenziedly at the throat, and was dragging him from his chair. The other men sprang up. The barkeeper dashed around the corner of his bar.

PANEL 1

George Willard, the Ohio village boy, was fast growing into manhood and new thoughts had been coming into his mind. All that day, amid the jam of people at the Fair, he had gone about feeling lonely. He was about to leave Winesburg to go away to some city where he hoped to get work on a city newspaper and he felt grown up. The mood that had taken possession of him was a thing known to men and unknown to boys. He felt old and a little tired. Memories awoke in him. To his mind his new sense of maturity set him apart, made of him a half-tragic figure. He wanted someone to understand the feeling that had taken possession of him after his mother's death.

There is a time in the life of every boy when he for the first time takes the backward view of life. Perhaps that is the moment when he crosses the line into manhood. The boy is walking through the street of his town. He is thinking of the future and of the figure he will cut in the world. Ambitions and regrets awake within him. Suddenly something happens; he stops under a tree and waits as for a voice calling his name. Ghosts of old things creep into his consciousness; the voices outside of himself whisper a message concerning the limitations of life. From being quite sure of himself and his future he becomes not at all sure. If he be an imaginative boy a door is torn open and for the first time he looks out upon the world, seeing, as though they marched in procession before him, the countless figures of men who before his time have come out of nothingness into the world, lived their lives and again disappeared into nothingness. The sadness of sophistication has come to the boy. With a little gasp he sees himself as merely a leaf blown by the wind through the streets of his village. He knows that in spite of all the stout talk of his fellows he must live and die in uncertainty, a thing blown by the winds, a thing destined like corn to wilt in the sun. He shivers and looks eagerly about. The eighteen years he has lived seem but a moment, a breathing space in the long march of humanity. Already he hears death calling. With all his heart he wants to come close to some other human, touch someone with his hands, be touched by the hand of another. If he prefers that the other be a woman, that is because he believes that a woman will be gentle, that she will understand. He wants, most of all, understanding.

14. Ruth was a woman in the Bible who was extremely sympathetic and generous. Her name now symbolizes (means or represents) compassion, pity or sympathy for the misery of another. Ahab's anger at the whale in the last passage could be described as <u>ruthless</u>. From your knowledge of word endings, you can decide that ruth<u>less</u> means: ☐ calm ☐ cruel ☐ sympathetic	cruel
15. What wondrous life is this I lead! Ripe apples drop about my head; The luscious clusters of the vine Upon my mouth to crush their wine; The nectarine, and curious peach, Into my hands themselves do reach; Stumbling on melons, as I pass, Ensnar'd with flow'rs, I fall on grass. Here at the fountain's sliding foot, Or at some fruit-trees' mossy root, Casting the body's vest aside, My soul into the boughs does glide; There like a bird it sits, and sings, Then whets,* and combs its silver wings; And till prepared for longer flight, Waves in its plumes the various light. The general mood or tone of the poem is: ☐ extremely enthusiastic ☐ intensely despairing ☐ slightly ruthless ☐ somewhat sorrowful *<u>Whets</u> means to sharpen.	extremely enthusiastic

10.

There are certain words that may come before the names of feelings that will help you determine the degree of feeling that is meant.

The following list is arranged in terms of <u>increasing degree</u> from weakness to strength.

mild
slightly/ somewhat
moderate
intense/ passionate/ extreme/ violent
uncontrollable

An uncontrollable feeling is:

- ☐ weak
- ☐ strong

strong

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13.

Extreme or passionate anger is called rage. Passionate dislike is contempt, scorn or hatred.

Following are two selections that express passionate feelings.

A. The Major looked straight past me and out through the window. Then he began to cry. "I am utterly unable to resign myself," he said and choked. And then crying, his head up looking at nothing, carrying himself straight and soldierly, with tears on both his cheeks and biting his lips, he walked past the machines and out the door.

B. Ahab pitted himself, all mutilated, against the White Whale. All that most maddens and torments; all that stirs up the lees of things; all truth with malice in it; all that cracks the sinews and cakes the brain; all the subtle demonisms of life and thought; all evil, to crazy Ahab, were visibly personified, and made practically assailable in Moby Dick. He piled upon the whale's white hump the sum of all the general rage and hate felt by his whole race from Adam down; and then as if his chest had been a mortar, he burst his heart's shell upon it.

Which selection creates an atmosphere of rage and hatred?

- ☐ Passage A
- ☐ Passage B

Passage B

11.

When feelings or emotions are intense (extreme) they are said to be passionate. Misery is extreme or passionate sorrow. Rejoicing is passionate joy.

Here are three selections that express passionate feelings. Notice that the author creates a passionate feeling by using terms of comparison.

A. I am nobody and neither shall I be anybody.
Now, of course I am still too small for being;
But later too.

Indeed, it's not worth the trouble of rearing me:
I shall be mowed down all the same.

B. I love him, I love him, ran the patter of her lips
And she formed his name on her tongue and sang.
And she sent him word she loved him so much,
So much, and death was nothing; work, art, home,
All was nothing if her love for him was not first
Of all; . . . .

C. The fresh gloss of the soul, so early lost, and without which the world's successive scenes had been but a gallery of faded pictures, again threw its enchantment over all their prospects. They felt like new-created beings in a new-created universe.
"We are young! We are young!" they cried exultingly.

WRITE in the letter of the passage in the blank beside the word that best describes the passionate feeling expressed.

Passage A 1._____ misery

Passage B 2._____ rejoicing

Passage C

1. A

2. B, C

12.

At one time or another, you have been angry. Everyone has. When someone is very angry, the atmosphere (or general feeling) of a room changes. It is hard to describe what happens but most people can recognize it.

In which of the passages below, do you recognize an atmosphere of anger?

- ☐ The dikes about Cress's heart broke. "O Grandpa, I love you," she said. He heard her. He knew what she said, his fingers returned the pressure of her hand. "You were always so good to me. You were young and you loved flowers."

- ☐ As I came home through the woods with my string of fish, trailing my pole, it being now quite dark, I caught a glimpse of a wood chuck stealing across my path, and felt a strange thrill of savage delight, and was strongly tempted to seize and devour him raw.

- ☐ The Queen turned crimson with fury, and after glaring at her for a moment like a wild beast, began screaming, "Off with her head. Off, with --"

The Queen turned crimson . . .

PM 431 - 40

ED 069992

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

READING FOR SHIFTS IN FEELING
LEVEL: II
UNIT: 4
LESSON: 2

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
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1.

You learned in the last lesson that in literature, as in life, people have feelings or emotions that vary in degree or intensity. Rage is a stronger form of anger than indignation. Feelings or emotions also change as situations and thoughts vary.

READ the two following poems. One of the poems expresses a mood or feeling that remains the same in the two stanzas. In the other poem, the feeling or tone changes from one stanza to another.

A. Come live with me, and be my love,
And we will all the pleasures prove
That hills and valleys, dales and fields,
And all the craggy mountains yields.

And I will make thee beds of roses
With a thousand fragrant posies,
A cap of flowers and a kirtle
Embroider'd all with leaves of myrtle.

B. It's going to come out all right — do you know?
The sun, the birds, the grass--they know.
They get along--and we'll get along.

Some days will be rainy and you will sit waiting
And the letter you wait for won't come,
And I will sit watching the sky tear off grey and grey
And the letter I wait for won't come.

In which poem does the mood change?

☐ Poem A
☐ Poem B

Poem B

2.

This is the poem where the mood changes. READ it carefully.

1 It's going to come out all right -- do you know?
2 The sun, the birds, the grass--they know.
3 They get along--and we'll get along.

4 Some days will be rainy and you will sit waiting
5 And the letter you wait for won't come,
6 And I will sit watching the sky tear off grey
7 and grey
8 And the letter I wait for won't come.

The line where the mood starts to change is:

- ☐ line 1
- ☐ line 3
- ☐ line 4
- ☐ line 6

line 4

The change in feeling is best described as a contrast. It moves from:

- ☐ cheerfulness to anger
- ☐ humor to indifference
- ☐ love to sorrow
- ☐ optimism to pessimism

optimism to pessimism

6. The change in the father's mood in the last speech is most apparent when he says:

   a. ☐ "Go ahead, kill everybody."

   b. ☐ "There will always be poets in the world."

   c. ☐ "You frauds of the world."

   d. ☐ "You maniac whose greatness is measured by the number you destroy."

7. MATCH the terms expressing a feeling change in Column A with the phrase that best describe the change in Column B:

A	B
A. indifference to emotion	1. _____ lack of satisfaction to intense anger
B. futility to optimism	2. _____ not caring to caring
C. discontentment to rage	3. _____ nothing's worth doing to everything will work out

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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3.

In the following passage, there is a noticeable change in mood. The author moves from dramatic expression of feeling to careful description.

"Who dares?" he demanded hoarsely of the courtiers who stood near him -- "who dares insult us with this blasphemous mockery? Seize him and unmask him -- that we may know whom we have to hang at sunrise, from the battlements!"

It was in the eastern or blue chamber in which stood the Prince Prospero as he uttered these words. They rang throughout the seven rooms loudly and clearly -- for the Prince was a bold and robust man, and the music had become hushed at the waving of his hand.

In which line does the mood change?

- ☐ line 1
- ☐ line 3
- ☐ line 7
- ☐ line 9

line 7

In the section that is emotional, the tone or feeling is one of:

- ☐ indifference
- ☐ misery
- ☐ rage
- ☐ sorrow

rage

Go back to the passage and UNDERLINE two (2) phrases that support your answer to the last question.

You should have underlined any two of these:

seize him and unmask him
he demanded hoarsely
who dares insult us
blasphemous mockery

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Pollute their dreams. Horrify them, Distort them with hatred for one another. Befoul the legend of the living, you maniacs whose greatness is measured by the number you destroy. (Johnny appears at the side of the house, unseen. He stands in a trance, listening to his father. The sky begins to darken) You frauds of the world. You wretched and ungodly. (He stands and points a finger as if across the world) Go ahead. Fire your feeble guns. You won't kill anything. (Quietly, smiling) There will always be poets in the world.
(Lightning flashes silently.)

3. The overall tone of the passages is:

   a. ☐ emotional

   b. ☐ indifferent

   c. ☐ intellectual

4. Johnny's Father's feelings in speech 10 can best be described as:

   a. ☐ anger mingled with despair

   b. ☐ fear mingled with sorrow

   c. ☐ painful rage mixed with hope

   d. ☐ scorn and disgust

5. During his last speech, Johnny's Father changes in mood from:

   a. ☐ acceptance to discontent

   b. ☐ silliness to seriousness

   c. ☐ patience to impatience

   d. ☐ rage to pride

4.

Moods can change very rapidly and dramatically, or they can change slowly and quietly. Dramatic change is often the result of a shift from one mood to an opposite or contrasting mood.

Which of the following represents the most dramatic contrast in mood?

- ☐ bitter hate to accepting love
- ☐ deep pessimism to resignation
- ☐ hope to yearning (strong desire)
- ☐ strong impatience to anger

bitter hate to accepting love

Johnny's Father holds the envelope before him, obviously eager to open it, yet fearful to do so.

1 Johnny: (impatient) All right, Pa. Go ahead; open it. What are you waiting for?

2 Johnny's Father: Johnny, I'm scared. I can't understand how I, your father, can be so scared.

3 Johnny: You don't sound scared, Pa. Who's it from?

4 Johnny's Father: It's from The Atlantic Monthly all right. You remember them poems I wrote after Mr. MacGregor was here?

5 Johnny: Maybe they've bought the poems.

6 Johnny's Father: Bought them, my eye. They don't buy poetry, Johnny. They scare you to death. (Reading his name and address with great solemnity, awful fearfulness and terrible rage) Ben Alexander, 2226 San Benito Avenue, Fresno, California.

7 Johnny: It's for you all right, Pa. Why don't you open it?

8 Johnny's Father: (Roaring) I'm scared, I tell you. I'm scared and ashamed. Those poems were great. How can it be that I'm scared?

9 Johnny: (Also defiant) Don't be scared, Pa.

10 Johnny's Father: Why do they clamor for all things but the best? Why do they destroy themselves running after things of death, and thrust aside all things of life? I can't understand it. There's no hope for anybody.

11 Johnny: Sure there is, Pa. (Furiously) Who the hell is The Atlantic Monthly?

12 Johnny's Father: Johnny, go away. Go away. Please go away.

13 Johnny: (Angry, too) All right, Pa. (Johnny goes around the house, reappears, looks at his father a moment, and then knows he must stay out of the way)

(It is obvious that Johnny's Father knows The Atlantic Monthly has sent back the poems. It is equally obvious that he can't believe the poems have come back. It is obvious too that the poems are great, because the man is. He paces about like a tiger. He seems to be speaking to the world, even though his lips are set. At last he tears the envelope open, in a fury. The envelope falls. He unfolds the manuscript of poems. A slip of white, heavy paper falls to the floor of the porch. He stands, very tall, and very proud, and reads the poems to himself, turning the pages swiftly)

14 Johnny's Father: (Furiously) Ah, you crazy, miserable fools. (He sits on the steps of the porch and buries his face in his hands. The manuscript of poems is on the steps. After several minutes he kicks the poems off the steps of the porch onto the ground and takes up the morning paper again, looking at the headlines. Quietly, with deep fury, his voice mounting in intensity) Go ahead, kill everybody. Declare War on one another. Take the people by the thousands and mangle them. Their poor hearts and their poor spirits and their poor bodies. Give them ugliness.

5.

An emotional tone is characterized by a lot of feeling.

An intellectual tone might contrast dramatically with an emotional tone because it is characterized by thoughts or ideas rather than feeling.

LABEL the following selections either E for emotional or I for intellectual:

_____ Michael paced up and down waiting for the train. He couldn't sit still because it would only increase his anger. He walked back and forth clenching and unclenching his hands, and muttering to himself under his breath.	E
_____ Two-year-old Putali and three-year-old Punwa were lost at midday on Friday, and were found by the herdsman at about 5 P.M. on Monday, a matter of seventy-seven hours. It would be unreasonable to assume that none of the animals or birds that were in the forest saw, heard, or smelled the children.	I
_____ Oh, East is East and West is West, and never the twain shall meet, Till Earth and Sky stand presently at God's great Judgment Seat; But there is neither East nor West, Border nor Breed, nor Birth, When two strong men stand face to face, though they come from the ends of the earth!	I

What wondrous life is this I lead!
Ripe apples drop about my head;
The luscious clusters of the vine
Upon my mouth do crush their wine.

The nectarine, and curious peach,
Into my hands themselves to reach;
Stumbling on melons, as I pass,
Ensnar'd with flowers, I fall on grass.

1. Stanzas 1 and 2 are (CHOOSE one):

   a. ☐ similar in mood and feeling

   b. ☐ somewhat different in mood and atmosphere

   c. ☐ sharply contrasted in tone

Sometimes hath the brightest day a cloud
And after summer evermore succeeds
Barren winter, with his wrathful nipping cold
So cares and joys abound,* as seasons fleet.

2. The poet achieves the overall mood of calm acceptance by:

   a. ☐ focusing on the pleasant aspects of winter

   b. ☐ maintaining an intellectual tone

   c. ☐ balancing the contrasting moods giving each equal weight

   d. ☐ using key emotional words that show extreme resignation

*Abound means to be in great quantity, for there to be plenty.

6.

Old Pebble's face showed no fear. I saw it,
2 now and then, and it was contorted by an
expression of eagerness, of yearning, of
4 passion. His eyes restlessly roved the gorge,
from mountaintop to churning flood, search-
6 ing ...I watched him very closely, for I wanted
to try to guess what was in his mind. My
8 thoughts were selfish. What would the men up
there do to us? Suddenly the wild look on Old
10 Pebble's face made me feel a rush of anxiety,
and I felt sick at my stomach. I glanced at the
12 river.

In which line in the above passage does the mood change from intellectual to emotional?

- ☐ line 2
- ☐ line 4
- ☐ line 9

line 9

UNDERLINE one (1) line where the author expresses his thoughts.

line 7 or 8

My thoughts were selfish. What would the men up there do to us?

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MASTERY TEST

Time started _____

7.

By recognizing key emotional words, you can determine what the mood is and where it changes.

The following poem starts off in a certain mood. It quickly changes to a contrasting mood. LOOK FOR the words that signal the mood change:

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.
The waves beside them danced, but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company.

The change in mood is from:

- ☐ admiration to warm praise
- ☐ discontentment to loneliness
- ☐ loneliness to gaiety
- ☐ sorrow to appreciation

loneliness to gaiety

The line in which the mood changes is:

- ☐ line 2
- ☐ line 3
- ☐ line 7
- ☐ line 8

line 3

PANEL 4

A 1 Look at the butterfly eyes of the girls, watch the barmaid's
Precision in pouring a Scotch, and remember this day,
3 This day at this moment you were no longer an island,
People were friendly, the clock in the hands of the soldiers
5 For this moment had nothing to say
And nothing to say and the glasses are raised, we are happy
7 Drinking through time, and a world that is gentle and helpless
Survives in the pub and goes up in the smoke of our breath,
9 The regulars doze in the corner, the talkers are fluent;
Look now in the faces of those you love and remember
11 That you are not thinking of death.

B 1 But thinking of death as the lights go out and the glasses
Are lowered, the people go out and the evening
3 Goes out, ah, goes out like a light and leaves you alone,
As the heart goes out, the door opens out into darkness,
5 The foot takes a step, and the moment, the moment of falling
Is here, you go down like a stone,
7 Are you able to meet the disaster, able to meet the
Cold air of the street and the touch of corruption, the rotting
9 Fingers that murder your own in the grip of love?
Can you bear to find hateful the faces you once thought were lovely,
11 Can you bear to find comfort alone in the evil and stunted,
Can you bear to abandon the dove?

C 1 The houses are shut and the people go home.
We are left in our island of pain,
3 The clocks start to move and the powerful
To act, there is nothing now, nothing at all
5 To be done: for the trouble is real: and the verdict is final
Against us. The clocks go round faster and faster. And fast as confetti
7 The days are beginning to fall.

8. OPEN YOUR PANEL BOOK REFER TO PANEL 4 The poem on Panel 4 changes back and forth between two contrasting moods. READ it once to try to find the two moods. The two major moods are: ☐ extreme despair and acceptance ☐ indignation and indifference ☐ optimism and indifference ☐ rage and extreme seriousness The stanza that provides the most contrast to Stanza C is: ☐ Stanza A ☐ Stanza B	extreme despair and . . . Stanza A
9. REFER TO PANEL 4 The lines in Stanza A, "Remember this day/This day at this moment you were no longer an island," reflects a mood that is sharply contrasted by which line in Stanza C? ☐ line 2 ☐ line 3 ☐ line 5 ☐ line 7	line 2

ENTHUSIASTIC

An enthusiastic feeling is one that expresses a high degree of excitement and interest. Enthusiasm is usually expressed through words that convey happiness and pleasure.

Here is an example of a poem that expresses emotion enthusiastically:

> Everyone suddenly burst out singing;
> And I was filled with such delight
> As prisoned birds must find in freedom,
> Winging wildly across the white
> Orchards and dark-green fields.

MIXED EMOTIONS

Feelings are not always clear-cut. Two feelings may exist at the same time such as joy and fear, love and anger, happiness and sorrow.

Here are two examples of poems that express mixed feelings. In the first poem, the author names the feelings. In the second, he expresses them in another way.

> In June, amid the golden fields
> I saw a groundhog lying dead.
> Half with loathing, half with a strange love,
> I poked him with an angry stick.

> Ah, love, let us be true
> To one another! For the world, which seems
> To lie before us like a land of dreams,
> So various, so beautiful, so new,
> Hath really neither joy, nor love, nor light,
> Nor certitude, nor peace, nor help for pain.
>
> (The mixed emotions here are love and pessimism)

NOTE NOTE NOTE

Skip two(2) pages and take the Mastery Test.

10.

READ this poem:

Between the curtains the autumn sunlight
With lean and yellow finger points me out
As doomed to die.
The clock moans; Why? Why? Why?
I am but half alive.
But suddenly, as if without a reason,
Heart, Brain and Body
All gather in tumultous joy together,
Running like children down the path of morning
To fields where they can play without a quarrel;
A country I'd forgotten, but remember,
And welcome with a cry.
O cool, glad pasture; living tree, tall corn,
Great cliff, or languid sloping sand, cold sea,
Waves; rivers curving; you, eternal flowers,
Give me content, while I can think of you;
Give me your living breath!!
Go back to your autumn shadows, Death.

The season of autumn or fall often symbolizes (represents) sorrow in literature because it is the season when plants and leaves die. In the space below, COPY two (2) of the underlined words or phrases that express sadness.

You should have written 2 of these words:
lean
doomed to die
moans
half alive

The mood of the poem changes in:

- ☐ line 4
- ☐ line 6
- ☐ line 10
- ☐ line 15

line 6

The changes in tone or feeling in the above poem are from:

- ☐ anger to admiration
- ☐ despair to enthusiasm
- ☐ love to hatred
- ☐ scorn to despair

despair to enthusiasm

PANEL 5

It was a rather dingy night, although a fair number of stars were out. The big mate was at the wheel, and he had the old tub pointed at a star and was holding her straight up the middle of the river. The shores on either hand were not much more than half a mile apart, but they seemed wonderfully far away and ever so vague and indistinct. The mate said:

"We've got to land at Jones's plantation, sir."

The vengeful* spirit in me exulted.** I said to myself, "I wish you joy of your job, Mr. Bixby; you'll have a good time finding Mr. Jones's plantation on such a night as this; and I hope you never will find it as long as you live."

Mr. Bixby said to the mate:

"Upper end of the plantation, or the lower?"

"Upper."

"I can't do it. The stumps there are out of water at this stage. It's no great distance to the lower, and you'll have to get along with that."

"All right, sir. If Jones don't like it, he'll have to lump it, I reckon."

And then the mate left. My exultation began to cool and my wonder to come up. Here was a man who not only proposed to find this plantation on such a night, but to find either end of it you preferred. I dreadfully wanted to ask a question, but I was carrying about as many short answers as my cargo-room would admit of, so I held my peace. All I desired to ask Mr. Bixby was the simple question whether he was ass enough to really imagine he was going to find that plantation on a night when all plantations were exactly alike and all of the same color. But I held in.

*Vengeful means seeking revenge.

**To exult means to be glad.

11.

REFER TO PANEL 5

When you are reading a story or play, the changing moods of the characters often reveal what is happening in the story. Characters often express changes in feeling through reactions to other characters.

The narrator in this passage has strong feelings about Mr. Bixby. His feelings in lines 20 - 28 show a change from his feelings in lines 8 - 11.

The change is from:

- ☐ hatred to love
- ☐ pessimism to optimism
- ☐ resentment to curiosity
- ☐ seriousness to humorousness

resentment to curiosity

Which sentence best describes this change?

- ☐ If Jones don't like it, he'll have to lump it.
- ☐ I hope you never will find it as long as you live.
- ☐ My exultation began to cool and my wonder came up.
- ☐ I wish you joy in your job, Mr. Bixby.

My exultation began to cool . . .

PANEL 6

Gatsby walked over and stood beside her.

"Daisy, that's all over now," he said earnestly. "It doesn't matter any more. Just tell him the truth -- that you never loved him -- and it's all wiped out forever."

She looked at him blindly. "Why -- how could I love him -- possibly?"

"You never loved him."

She hesitated. Her eyes fell on Jordan and me with a sort of appeal, as though she realized at last what she was doing -- and as though she had never, all along, intended doing anything at all. But it was done now. It was too late.

"I never loved him," she said, with perceptible reluctance.

"Not at Kapiolani?" demanded Tom suddenly.

"No."

"Not that day I carried you down from the Punch Bowl to keep your shoes dry?" There was a husky tenderness in his tone " . . . Daisy?"

"Please don't." Her voice was cold, but the rancor* was gone from it. She looked at Gatsby. "There, Jay," she said -- but her hand as she tried to light a cigarette was trembling. Suddenly she threw the cigarette and the burning match on the carpet.

"Oh, you want too much!" she cried to Gatsby. "I love you now -- isn't that enough? I can't help what's past." She began to sob helplessly. "I did love him once -- but I loved you too."

Gatsby's eyes opened and closed.

"You loved me <u>too</u>?" he repeated.

"Even that's a lie," said Tom savagely. "She didn't know you were alive."

The words seemed to bite physically into Gatsby.

"I want to speak to Daisy alone," he insisted. "She's all excited now."

"Even alone I can't say I never loved Tom," she admitted in a pitiful voice. "It wouldn't be true."

*<u>Rancor</u> means hatred.

12.

REFER TO PANEL 6

READ the passage and then MATCH the sentence with the word or words that best describe the feeling it expresses.

A. But it was done now. It was too late.

B. "Oh, you want too much! I love you now - isn't that enough?"

C. "Please don't." Her voice was cold, but the rancor was gone from it.

1. _____ anger and impatience
2. _____ indifference
3. _____ regret

B
C
A

Daisy's mood or feeling changes at least three times in the above passage. The lines that best mark those changes are:

- ☐ line 5, line 12, line 18
- ☐ line 5, line 23, line 33
- ☐ line 18, line 23, line 33
- ☐ line 23, line 25, line 33

line 5, line 23, line 33

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PANEL 7

"What will you do when the war is over if it is over?" he asked me. "Speak grammatically!"

"I will go to the States."

"Are you married?"

"No, but I hope to be."

"The more of a fool you are," he said. He seemed very angry. "A man must not marry."

"Why, Signor Maggiore?"

"Don't call me 'Signor Maggiore.'"

"Why must not a man marry?"

"He cannot marry. He cannot marry," he said angrily. "If he is to lose everything, he should not place himself in a position to lose that. He should not place himself in a position to lose. He should find things he cannot lose."

He spoke very angrily and bitterly, and looked straight ahead while he talked.

"But why should he necessarily lose it?"

"He'll lose it," the major said. He was looking at the wall. Then he looked down at the machine and jerked his little hand out from between the straps and slapped it hard against his thigh. "He'll lose it," he almost shouted. "Don't argue with me!" Then he called to the attendant who ran the machines. "Come and turn this damned thing off."

He went back into the other room for the light treatment and the message. When he came back into the room, I was sitting in another machine. He was wearing his cape and had his cap on, and he came directly toward my machine and put his arm on my shoulder.

"I am sorry," he said, and patted me on the shoulder with his good hand. "I would not be rude. My wife has just died. You must forgive me."

"Oh --- " I said, feeling sick for him. "I am so sorry."

He stood there biting his lower lip. "It is very difficult," he said. "I cannot resign myself."

He looked straight past me and out through the window. Then he began to cry. "I am utterly unable to resign myself," he said and choked. And then crying, his head up looking at nothing, carrying himself straight and soldierly, with tears on both his cheeks and biting his lips, he walked past the machines and out the door.

13.

REFER TO PANEL 7

Which character changes in mood from anger to sorrow?

- ☐ the Major
- ☐ the person telling the story (the "I" of the story)

the Major

The mood of this passage changes as the action progresses; which of the following divisions suggests the proper mood arrangement of the passage?

- ☐ first five lines in one mood, the rest of the passage in another mood
- ☐ first ten lines in one mood, lines 10 - 23 in another mood, and last section in another mood
- ☐ first twenty-five lines in one mood; the rest in another mood
- ☐ the mood is constant until the last five lines, when it changes

first twenty-five lines . . .

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PANEL 8

A As in the midst of battle there is room
For thoughts of love, and in foul sin for laughter,
As gossips whisper of a trinket's worth
Near a death-bed's flickering candle-gloom,
As in the crevices of Caesar's tomb
The sweet herbs flourish on a little earth:
So in this great disaster of our birth
We can be happy, and forget our doom.

B Children of the cold sun and the broken horizon,
O secret faces, multitudes, eyes of inscrutable grief
great breath of millions, in unknown crowds or alone,
rooms of dreamers above the cement abyss, -- and I,
who all night restive in the unsleeping rain,
awoke and saw the windows covered with tears.

C O the vines were golden, the birds were loud,
The orchard showered, the honey flowed,
The Venice glasses were full of wine,
And I was happy.
O my world, O what have you done to me?
The door is locked and the key is lost,
The gulls lie stiffening in the frost,
My love lies cold in the burning wood.

14.

Even though emotions may change frequently within a passage, they may still be very clear-cut. They may express love or anger or despair without question. Sometimes, however, emotions may be <u>mixed</u>. Joy may be combined with a little sadness, or love with anger, or hope with fear.

OPEN YOUR PANEL BOOK

REFER TO PANEL 8

The three passages in Panel 8 are examples of changing emotions, constant emotions and mixed emotions.

Which passage shows two or more emotions mixed together?

- ☐ Passage A
- ☐ Passage B
- ☐ Passage C

Passage A

MOOD, TONE and ATMOSPHERE

These words are used to describe the overall impression that feelings create.

Example: He was in a bad mood because he was angry.

Below is a list of words you have learned in these lessons. If you have not taken notes, you may want to look up unfamiliar words in the dictionary.

enthusiasm	futility	pessimism
optimism	misery	hate
joy	loneliness	delight
hope	rage	thoughtfulness
calm	anxiety	humor
indifference	regret	

MOOD CHANGES

In the course of a poem or play, the mood may change several times. Mood changes can be rapid and dramatic or slow and quiet. By following clues you can determine what the mood is and where it changes.

CONTRASTING MOODS

Sometimes a mood changes to its opposite. Often this kind of change is dramatic.

A contrasting change might be from one emotion to its opposite (from sorrow to joy) or from an emotional mood to an intellectual mood (feeling to thought).

This poem is an example of a mood change from despair to enthusiasm.

The clock moans; Why? Why? Why?
I am but half alive.
But suddenly, as if without a reason,
Heart, Brain and Body
All gather in tumultous joy together
Running like children down the path
of morning
To fields where they can play without
a quarrel.

NOTE NOTE NOTE

Skip four(4) pages to find page 28.

15.

When the author <u>names</u> the feelings that are mingled together for him, it is easier for the reader to know <u>what</u> the mixed feelings are. The <u>names</u> of the emotions provide a helpful clue.

The following poem is an example of a poem where the mixed emotions are named.

1 In June, amid the golden fields,
2 I saw a groundhog lying dead.
3 Half with loathing, half with a strange love,
4 I poked him with an angry stick.

The line where the author names his emotions is:

- ☐ line 1
- ☐ line 2
- ☐ line 3
- ☐ line 4

line 3

A way of expressing the mixed emotions that would be closest to the ones named is:

- ☐ anxiety and resentment
- ☐ hatred and affection
- ☐ love and indifference

hatred and affection

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SOME FEELINGS IMPLY ATTITUDES

Some feelings express an intellectual attitude. They imply a philosophy of life as well as a reaction to a particular situation.

OPTIMISTIC

Optimism is a feeling and attitude of happiness, joy and hopefulness. An optimist always sees the bright side of things. Even if everything is not as it should be, he believes that it will turn out well.

Example:

It's going to come out all right --
do you know?
The sun, the birds, the grass --
they know.
They get along -- and we'll get along.

PESSIMISTIC

Pessimistic feelings imply a gloomy, negative attitude. Even if everything is all right now, a pessimist feels it will not end well.

Example:

When you are old, you will know how vain it was to boast of fleeting things, so certain to be lost. When you are old,
everything will seem empty.

FUTILITY

Futility is extreme or intense pessimism. It is a feeling and attitude that all hope and effort are wasted.

16.

More frequently, emotions are not directly named, but words that express feeling are used. These feeling words give you the clue as to what emotions are being expressed, even though the emotions are not named.

Below is a poem where two or more feelings are mixed. You can find out what the feelings are by looking for the words that show feeling, without naming a feeling.

I spot the hills
With yellow balls in autumn
I light the prairie cornfields
Orange and tawny gold clusters
And I am called pumpkins.
On the last of October,
When dusk is fallen
Children join hands
And circle around me
Dancing at my brightness
Singing ghost songs
And love to the harvest moon;
I am a jack-o'-lantern
With terrible teeth
And the children shiver
Loving these scary games.

According to the above poem, the children's feeling toward the pumpkin is:

- ☐ fear mingled with anger
- ☐ fear mixed with joy
- ☐ friendly impatience
- ☐ unwilling admiration

fear mixed with joy

21.

MARK an M next to the passage(s) that show(s) love mingled with sorrow.

_____ Never the time and the place
And the loved one all together.

_____ Dear Lord, receive my son, whose winning love
To me was like a friendship, far above
The course of nature or his tender age;
Whose looks could all my bitter griefs assuage.

_____ O, cease! Must hate and death return?
Cease! Must men kill and die?
The world is weary of the past
Oh, might it die or rest at last!

M

22.

Ah, love, let us be true
To one another! for the world, which seems
To lie before us like a land of dreams,
So various, so beautiful, so new,
Hath really neither joy, nor love, nor light,
Nor certitude, nor peace, nor help for pain;
And we are here as on a darkling (darkening) plain
Swept with confused alarms of struggle and flight
Where ignorant armies clash by night.

The mood of the above poem is best described as:

- ☐ bitterly angry
- ☐ extremely romantic
- ☐ fear mingled with hatred
- ☐ love mingled with pessimism

love mingled with pessimism

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

17.

When the mixed emotions in a passage are in contrast, or are opposite to each other, they are often easy to recognize.

1 Come down, stay there, move on.
I want you, I don't keep all.
3 There is no song to your singing.
I am hit deep, you drive far
5 O moony yellow half moon,
Steady, steady, or will you tip over?
7 Or will the wind and the streeling (moving aimlessly)
Thin sheets only pass and move on
9 And leave you alone and lovely?
I want you, I don't, come down,
11 Stay there, move on.

The line that expresses the contrasting emotions most directly is:

- ☐ line 3
- ☐ line 4
- ☐ line 5
- ☐ line 10

line 10

20.

The emotions in the following passage are not in contrast but are rather different shades of the same tone or mood.

> I was torn between anxiety (I went to Sunday school and knew already about morality; Judge Bay, a crabby old man who loved to punish sinners, was a friend of my father's and once had given Jack a lecture on the criminal mind when he came to call and found Jack looking up an answer in his arithmetic book) and excitement over the daring invitation to misconduct myself in so perilous a way. My life, on reflection, looked deadly prim; all I'd ever done to vary the monotony of it was to swear. I knew that Lottie Jump meant what she said -- that I could have her friendship only on her terms (plainly, she had gone it alone for a long time and could go it alone for the rest of her life) -- and although I trembled like an aspen and my heart went pitapat, I said, "I want to be pals with you, Lottie."

The person telling about herself is describing a mixture of:

- ☐ admiration and dislike
- ☐ fear and desire
- ☐ indifference and desire
- ☐ joy and pity

fear and desire

UNDERLINE the word in the sentence below that indicates mixed feelings.

> "And although I trembled like an aspen and my heart went pitapat, I said, "I want to be pals with you, Lottie."

although

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18.

Here is another passage where the emotions that are mixed contrast with each other.

1 Young girls have laughed and men with beards have talked of the affairs of their lives. The
3 place has been filled to overflowing with life. It has itched and squirmed with life and now
5 it is night and the life has all gone away. The silence is almost terrifying. One conceals
7 oneself standing silently beside the trunk of a tree and what there is of a reflective tendency
9 in his nature is intensified. One shudders at the thought of the meaninglessness of life
11 while at the same instant, and if the people of the town are his people, one loves life so
13 intensely that tears come into the eyes.

The lines that express the mixed emotion most clearly are:

- ☐ lines 1-3
- ☐ lines 4-6
- ☐ lines 9-13

lines 9-13

The above passage is written in a tone best described as:

- ☐ angry
- ☐ humorous
- ☐ scorn mingled with indifference
- ☐ thoughtful and serious

thoughtful and serious

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19.

When emotions are not in direct contrast to each other, but express different <u>shades</u> of feeling, you have to be particularly aware of the words that reveal feeling.

1 Benjamin, with rubber skin cracks
Filled with softness and hollow
3 Places of new young-pink with
Happy times and poor thing not
5 Knowing why.
Little man sleepy, sucks his smiles
7 Inside while melon wet eyes raining
Around the room. Little man knows not
9 But will in the calendar pages to come
Know of hard crusty places,
11 The bus station smell of living
That is over the sky now.
13 Benjamin, little son grows big and
Daylight, golden yellow days can see
15 Inside his face and he can see when
The sun's rays touch.
17 Little man, knowing so much of nothing
Makes me want to lie with him to learn
19 Again.

The feelings in the above poem can best be described as:

- ☐ anger and fear
- ☐ sorrow and anger
- ☐ regret
- ☐ surprise

regret

Which lines of the poem are pessimistic?

- ☐ lines 1-3
- ☐ lines 8-12
- ☐ lines 13-15

8-12

PM 431 - 41

ED 069992

ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

READING FOR CHARACTER
LEVEL: II
UNIT: 4
LESSON: 3

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

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U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

7. The purpose of the parenthesis before the first speech is to:

a. ☐ allow Miller a few extra words of dialogue

b. ☐ give you an added clue about what is happening in the scene

c. ☐ give you the writer's opinion about Miller

MATCH the word in Column A with its correct meaning in Column B.

A	B
a. frivolous	8. _____ evil character
b. security	9. _____ moral fault
c. vice	10. _____ light-hearted and silly
d. villain	11. _____ safety, well-being

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

* U. S. GOVERNMENT PRINTING OFFICE : 1970 O - 389-849

1.

PREVIEW FRAME

Often what you remember best about a book you read, or a story you hear, is a character, a special person whom you get to know.

There are many different ways in which a character can come to life in a story. Sometimes the writer simply tells you all about him. Sometimes the writer chooses to let the character act and speak for himself. Then you, as the reader, can figure out on your own what the character is like.

In this lesson you will learn how to interpret characters in literature. You will learn to pay close attention to all the devices (methods) a writer uses to portray a character.

You will also learn some new vocabulary -- words that are commonly used to describe characters.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

Miller (walking rapidly to and fro): Once and for all! This business is getting serious. They will start talking about my daughter and the Baron. Our home will lose its reputation. The newspapers will hear about it. Well and good! I am going to forbid the young man to come here anymore.

Mrs. Miller: You didn't talk the Baron into coming here to court your daughter. You didn't throw your daughter at his head either. Nobody can blame you for it!

Miller: Didn't talk the Baron into coming here! Didn't throw the girl at his head! Nobody will inquire into that! -- I was the master of the house. I was responsible. I should have spoken to the girl. I should have locked her in her room.

5. The above scene takes place as Miller is:

   a. ☐ arguing with his wife at the dinner table

   b. ☐ pacing the floor excitedly

   c. ☐ relaxing calmly in his armchair

   d. ☐ strolling leisurely with his wife

6. From the exchange between Miller and his wife you can imagine that:

   a. ☐ Miller's daughter has become involved with an undesirable man

   b. ☐ Miller's daughter has paid a visit to Court

   c. ☐ Miller is planning to announce his daughter's engagement

   d. ☐ Mrs. Miller has stolen from a Baron

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2.

The most direct way for a writer to tell you about a character is simply to describe him. For example:

> Mrs. Jellyby had nice, glossy hair, but she was so busy with her housekeeping duties that she never brushed it.

In the passage, the writer describes Mrs. Jellyby as a character with hair that:

- ☐ behaved very well whenever she brushed it
- ☐ could look very nice if it were better taken care of
- ☐ looked like a brush
- ☐ was so messy that it made her look like a busybody

could look very nice if it . . .

The writer tells you <u>directly</u> that Mrs. Jellyby had nice hair. He does not tell you directly how her hair actually looked. He leaves it to you, the reader, to <u>infer</u> that Mrs. Jellyby's hair is:

- ☐ brushed carefully whenever you see her
- ☐ her chief concern
- ☐ usually uncared for
- ☐ well-groomed

usually uncared for

"Monsieur," said Julien suddenly, "is dining with Madame la Marquise every day one of my duties, or is it a favor to me?"

"It is an extraordinary honor!" the Abbe corrected him, horrified. "Monsieur N. the professor, who has been paying court faithfully for fifteen years, was never able to manage it for his nephew, Monsieur Tanbeau."

"For me, Monsieur, it is the most painful part of my position. Nothing at the Seminary fills me with such disgust. Madame la Marquise is an overbearing, conceited woman with no more taste than a cow."

3. Julien obviously wants the Abbe to understand that he:

   a. ☐ admires Madame la Marquise very greatly

   b. ☐ is indignant towards Madame la Marquise

   c. ☐ is indifferent to Madame la Marquise

   d. ☐ scornfully despises Madame la Marquise

4. What do the quotation marks in the above passage indicate?

   _____

3. In your reading you may come across characters who are vain, frivolous women -- light-headed, silly women who are conceited about their appearance, concerned only with how they look and <u>indifferent</u> to everything but themselves. On the other hand, you may meet Mrs. Jellyby who had very nice hair, but was much too busy to brush it. In describing Mrs. Jellyby's hair, the writer also lets you know that Mrs. Jellyby is: ☐ indifferent to her appearance ☐ not concerned about anyone but herself ☐ very beautiful but frivolous ☐ very vain about her appearance	indifferent to her appearance
4. Here is another description of an indifferent woman. She was a woman who spent her days sitting, nicely dressed, on a sofa, doing some long piece of needlework, of little use and no beauty. In the above passage the writer tells you directly several things about a character. CHECK the item below that the author does <u>not</u> describe directly: ☐ how well the woman was dressed ☐ what the woman's attitude to life was ☐ what the woman did with her time ☐ where the woman usually sat You can <u>infer</u> from the passage that the woman: ☐ had accomplished many great things during her lifetime ☐ led a useless and empty life ☐ was joyful and enthusiastic ☐ was very energetic	what the woman's attitude . . . led a useless and empty life

However, it chanced one day that Madam Lisetta, being in dispute with a friend of hers upon the question of female charms, to set her own above all others, like a woman who had little wit in her noodle, challenged her companion to guess at her latest admirer.

1. This passage makes clear that Madam Lisetta is:

   a. ☐ cautious

   b. ☐ charming and witty

   c. ☐ intelligent

   d. ☐ vain and frivolous

2. The writer portrays his character through:

   a. ☐ description

   b. ☐ dialogue

   c. ☐ a combination of the above

5.

READ the following description of a cautious man:

> Like all the Boones, including Daniel, George was a cautious man, though brave. Before making up his mind, he wanted to learn more about the land to which he was thinking of taking his family. He solved the problem of how to do this in his own way. In 1712 he sent a daughter, Sarah, and two of his sons ahead to see if they approved of what Pennsylvania offered. Apparently they did, because four years later George and his family made the final break.

This passage tells you directly that George was cautious, but it also describes actions that imply he was cautious. Even if the first sentence wasn't there, you could tell that George was cautious, because the passage tells you that George:

- ☐ finally did make the break
- ☐ moved to Pennsylvania immediately
- ☐ didn't act until he was sure it was the right thing to do
- ☐ solved the problem in his own way

didn't act until he was sure . . .

MASTERY TEST

Time started _____

6.

Before making up his mind, George wanted to learn more about the land to which he was thinking of taking his family. Here at home he had security* -- he could be sure of a safe place to live and enough food to keep his family alive. He didn't know what he would find in Pennsylvania.

When you get to know a person you can sometimes imagine how he would act or talk in different situations. For example, you could imagine from the above passage that if someone planning to move his family to a new land asked George for advice, George would probably answer:

- ☐ "Forget it. This place is good enough"
- ☐ "I don't know"
- ☐ "Better stay put until you are sure of what the new land is like"
- ☐ "Sure, what do you have to lose"

"Better stay put until you . . .

*To have <u>security</u> is to feel sure and safe.

VOCABULARY FRAME

Below are some words you came across in the frames you have just completed. MATCH the words with their definitions. (If you have difficulty remembering the meaning of the word, LOOK back at the frames and review the meaning.)

<u>words</u>	<u>definitions</u>	
A. frivolous	1. _____ overly proud of one's appearance	1. B
B. vain	2. _____ well being, safety	2. D
C. indifferent	3. _____ uncaring, having a lack of interest or concern	3. C
D. security	4. _____ light-minded, trifling, or silly	4. A

You may want to copy these words in your notebook <u>after</u> you've checked your answers.

PANEL 9

Washington is the last person you would ever suspect of having been a young man, with all the bright hopes and black despairs (hopelessness) to which young men are subject. In American folklore he is known only as a child or a general or an old, old man: priggish hero of the cherry-tree episode, commander-in-chief, or the Father of his Country, writing a farewell address. By some freak of fate, Stuart's "Athenaeum" portrait of an ideal and imposing, but solemn and weary, Washington at the age of sixty-four has become the most popular. This year it has been reproduced as the "official" portrait. If only Charles Wilson Peale's portrait of him as a handsome and gallant soldier could have been used instead! Or one of the charming miniatures that shows him as a young man exulting in his strength! His older biographers, too, have conspired to create the legend; and the recent efforts to "popularize" Washington have taken the unfortunate line of trying to make him out something that he was not: a churchman, politician, engineer, business man, realtor, or even "travelling man."

7. The way a person behaves or acts often gives you an idea of what kind of person he is -- what his attitudes and feelings are. READ this passage: > At Mrs. Cowey's parties Theobald had seen some young ladies and had been introduced to them. He had tried to make himself agreeable, but was always left with the impression that he had not been successful. . . . If for a minute or two he was thrown in with one of the prettier girls at a dance, he was almost immediately cut out by someone less bashful than himself. Theobald's behavior at the dance shows that he is insecure about: ☐ his ability to dance ☐ Mrs. Cowey ☐ strangers ☐ women	women
8. REFER TO PANEL 9 The writer of this passage disapproves of the "official" portrait of George Washington because it: ☐ does not make him popular enough ☐ only shows him as an older man ☐ only shows his good qualities ☐ was made by an irreverent man The writer of this passage <u>suggests</u> that young Washington was: ☐ a man of strength and charm ☐ a priggish unimaginative character ☐ solemn and weary but important ☐ very like a modern "go-getter"	only shows him as an older man a man of strength and charm

DIALOGUE

The author may let you "hear" the character speaking so that you can judge him from his own words. Except in plays, where it is understood, dialogue is always in quotation marks (" "). Follow dialogue closely. Make sure you know who is speaking.

Sometimes the author will help you out in the dialogue by telling you how the character feels when he speaks.

Example:

"Go away!" John said in anger.
Tenderly, John said, "Go away."

DRAMA

In plays the character is revealed almost completely through his speech. Here it is especially important to interpret carefully the meaning of what is said.

PUNCTUATION MARKS

Punctuation marks are valuable signs to help you understand what a character is saying.

Example: Note the difference:

"What!"
"What?"

An exclamation point (!) indicates surprise or strong emotion.

A question mark (?) indicates that the speaker is asking something.

Example:

"Ahasuerus: One enters without my orders!
What insolent mortal comes seeking death?
Guards! . . . Is it you Esther? What!
Without being expected?

9.

In the previous passage on George Washington, the writer disapproves of the official portrait of Washington because it shows only one side of him -- the mature man. When you think about a person, you realize there is always more than one side to his character. People have mixed feelings, mixed desires and needs. Writers usually try to show many sides of a character so that by reading about the character we can understand more about human nature in general and more about ourselves.

> In youth there are always two forces fighting in people. The warm unthinking little animal struggles against the thing that thinks and remembers, and the older, the more sophisticated thing had possession of John. Sensing his mood, Helen walked beside him filled with respect.

In this passage the two sides of John's character are spoken of as two forces inside of him fighting with each other. Which does Helen sense?

- ☐ both forces fighting for possession of him
- ☐ the sensitive reflective side of his character
- ☐ the unthinking animal within him
- ☐ the youthful side of his character

the sensitive reflective . . .

10.

> The older, more sophisticated thing <u>had possession</u> of John.

The phrase that is underlined in the above sentence implies that:

- ☐ John could deliberately decide what kind of person he wanted to be
- ☐ John had become old and disinterested
- ☐ John was not completely in control of the forces within him
- ☐ John was the master of his inner forces

John was not completely in . . .

CHARACTER	A character is a person in literature. Authors use many different devices to portray characters. They can be grouped into 2 main kinds:
1. DIRECT	The author describes the character in his own words. He may tell you what the character looks like, what his background is, what kind of person he is, or what he has done in the past.
2. INDIRECT	The author sometimes, rather than <u>tell</u> you about the character, <u>presents</u> the character in various ways and allows you to judge for yourself.
BEHAVIOR	The author may let you judge the character through his actions, you can ask yourself the following questions: Why is the character behaving in this way? Does this action tell you how he feels? What does this action tell about his relations with or attitudes to other people? How would the character probably behave in other situations? How do you feel about his behavior?
HOW OTHER PEOPLE FEEL ABOUT THE CHARACTER	Sometimes the author will let you know what other people in the story feel or say about the character. Example: "She's the sort of woman now," said Mould . . . "one would almost feel disposed to bury for nothing; and do it neatly too." You may then ask yourself the following questions: How are these other people related to the character? What has the character done to make them feel as they do? Do the people really feel towards the character what they say they feel? Do you think these people are giving a true evaluation of the character? If they are not giving a true evaluation, what are their reasons?

11.

Below is a description of a villain (evil character).

> In ordinary life, he was strict and proper -- a silent and gloomy character. His behavior was conventional,* his thinking narrow-minded. The man was an intermittent drunkard, and when he had the fit on him he was a perfect fiend. He has been known to drive his wife and daughter out of doors in the middle of the night and flog them through the park until the whole village outside the gates was aroused by their screams.

The first three sentences in the above passage directly describe the villain's character. UNDERLINE five (5) words that describe his character.

You should have underlined 5 of these words:

strict, proper, silent, gloomy, conventional, narrow-minded, drunkard, fiend

In the second sentence there is a description of the villian's behavior and thinking. From the description, you would expect that this man usually:

- ☐ acts disrespectfully to the authorities
- ☐ acts like a villain
- ☐ does what people think is right
- ☐ walks around with a smile on his lips

does what people think is right

In general, the picture you get from this passage is of a character:

- ☐ with a simple one-sided personality
- ☐ with one set way of acting
- ☐ whose actions can always be predicted
- ☐ who is driven by many forces

who is driven by many forces

*Conventional means proper and correct, in keeping with custom.

27.

VOCABULARY FRAME

Here are some more characterization words. MATCH each word with its definition.

words		definitions	
A. indignation	1. _____	ridiculing or having contempt for	1. C
B. overbearing	2. _____	anger at unfair treatment (indignation is the opposite of resigned acceptance of something you don't approve of)	2. A
C. scornful	3. _____	proud and bossy	3. B

You may want to write these terms down to review later on.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

12.

READ the passage again, looking for contrasts in the man's character:

> In ordinary life, he was strict and proper -- a silent gloomy character. The man was an intermittent drunkard, and when he had the fit on him he was a perfect fiend. He has been known to drive his wife and daughter out of doors in the middle of the night and flog them through the park until the whole village outside the gates was aroused by their screams.

When was this character indifferent to what the villagers thought of him?

- ☐ in ordinary life
- ☐ when he had the fit on him

when he had the fit on him

The word <u>fiend</u> in the second sentence of the passage above is not used by writers today, but it was often used in 17th and 18th century literature. From the sense of the passage you would expect that a fiend is a:

- ☐ friend
- ☐ jokester
- ☐ policeman
- ☐ villain

villain

13.

Below is a passage you might find in a story written in the twentieth century.

> That bastard Harry! -- he'll never do anything for anybody. He's always thinking of himself. He'll stab you in the back every chance he has.

UNDERLINE the word in the passage above that has the same meaning as the word <u>fiend</u>.

<u>bastard</u>

Which of the following is <u>not</u> mentioned as one of Harry's <u>vices</u> (moral faults)?

- ☐ caring little for others
- ☐ dull emptiness
- ☐ caution
- ☐ selfishness

dull emptiness

26.

As you read a dialogue also think about the tone or mood of the scene. Is it sad? light-hearted and humorous? serious? This will help you figure out what is happening.

REFER TO PANEL 11

Here you find a humorous conversation between a man and a woman. It was written in the seventeenth century, but even though the speech is different from what we use today, you can still tell what is happening.

Of the two characters, who is better described as harsh and scornful?

- [x] Katherina
- [ ] Petruchio

Katherina

Petruchio is apparently trying to:

- [ ] convince Katherina that he loves her
- [ ] insult Katherina
- [ ] propose marriage to Katherina
- [ ] sell Katherina a stool

propose marriage to Katherina

When Katherina talks angrily to Petruchio, he answers by:

- [ ] agreeing with her
- [ ] apologizing to her
- [ ] joking with her
- [ ] showing his indignation

joking with her

PANEL 11

(Enter Katherina)

Petruchio: Good morrow, Kate, for that's your name I hear.

Katherina: Well you have heard, but something hard of hearing.
They call me Katherine that do talk of me.

Petruchio: You lie, in faith! for you are call'd plain Kate
And bonny Kate, and sometimes Kate the curst;
But Kate, the prettiest Kate in Christendom
Take this of me, Kate of my consolation:
Hearing thy mildness prais'd in every town
Thy virtues spoke of, and thy beauty sounded,
Yet not so deeply as to thee belongs
Myself am mov'd to woo thee for a wife.

Katherina: Mov'd? In good time! Let him that mov'd you hither
Remove you hence. I knew you at the first
You were a moveable.

Petruchio: Why, what's a moveable?

Katherina: A join'd stool.

Petruchio: Thou hast hit it! Come sit on me.

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25.

When you read the dialogue below, pay close attention to all the signs given by the writer to make the meaning of the speeches clear.

Pythias: (shaking the basket) And what did you pay for this stuff?

Cebes: (very embarrassed) I got the man to let me have them for twenty denarii (pointing to a little old man sitting in the corner)

Pythias: (turning to the man) So, this is how you treat my friends, to say nothing of other strangers! Selling such cheap fish for such a high price!

Cebes was carrying the fish in a:

- ☐ bag
- ☐ basket
- ☐ kettle
- ☐ piece of paper

basket

From the description of Cebes in parenthesis, we may infer that he probably would:

- ☐ like to share the fish with Pythias
- ☐ prefer that Pythias not know how much he paid
- ☐ throw the fish away as soon as he could
- ☐ yell at the old man himself if Pythias did not

prefer that Pythias not know . . .

Pythias expresses indignation in his second speech. Indignation means:

- ☐ anger at unfair treatment
- ☐ calm acceptance
- ☐ friendliness at kind treatment
- ☐ loss of hope

anger at unfair treatment

14.

VOCABULARY FRAME

MATCH the following words with their definitions. (You may refer to the last few frames if you can't remember the meanings of the words.)

words	definitions
A. conventional	1. _____ evil character
B. villain	2. _____ moral fault
C. fiend	3. _____ proper, correct, in keeping with custom
D. vice	

You may want to copy these terms in your notebook after you've checked your answers.

1. B, C

2. D

3. A

15.

Writers portray characters by describing them directly and by describing their actions. When a writer wants his character to speak, he writes <u>dialogue</u>. Dialogue in stories is set off by quotation marks.

Two examples below describe characters talking and two are examples of actual dialogue.

CHECK the examples that include dialogue.

- ☐ "Get out of here!" he screamed at her, his voice shaking with anger.
- ☐ Holding his freezer up for all to see he called to the crowd, "Come get your ice-cold soda!"
- ☐ She answered him tenderly that she loved him.
- ☐ They announced their intention of leaving immediately.

"Get out of here!" he . . . .

Holding his freezer up for all . . . .

24.

In drama the author often does not tell you directly what is going on. You have to figure it out from what the characters are saying. READ Ahasuerus' first speech closely.

> One enters here without my orders! What insolent mortal comes seeking death? Guards! . . . Is it you Esther? What! Without being expected?

From what Ahasuerus says, you can figure out that:

- ☐ Esther is trying to kill herself
- ☐ people who come before him without his orders are usually killed
- ☐ the guards are trying to kill Esther because they do not recognize her

people who come before him . . .

16.

In the passage below the writer uses both description and dialogue.

> "Who dares?" he demanded hoarsely of the courtiers who stood near him -- "who dares insult us with this blasphemous mockery? Seize him and unmask him -- that we may know whom we have to hang at sunrise, from the battlements!"
>
> It was in the eastern or blue chamber in which stood the Prince Prospero as he uttered these words. They rang throughout the seven rooms loudly and clearly -- for the Prince was a bold and robust man, and the music had become hushed at the waving of his hand.

From the entire selection you can infer that Prince Prospero was:

- ☐ amused
- ☐ angry
- ☐ disgusted
- ☐ gloomy

angry

You can tell from the Prince's own words that his reason for feeling the way he does is that he has been:

- ☐ cheated
- ☐ fooled
- ☐ insulted
- ☐ robbed

insulted

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23.

In the passage below CIRCLE all the punctuation marks that show that the speaker is surprised or greatly excited.

Ahasuerus:	One enters here without my orders! What insolent mortal comes seeking death? Guards! . . . Is it you Esther? What! Without being expected?	One enters here without my orders(!) What insolent mortal comes seeking death? Guards(!) . . . Is it you Esther? What(!) Without being expected?
Esther:	My handmaids, sustain your distracted queen. I die . . . (She falls in a faint)	My handmaids, sustain your distracted queen. I die . . . (She falls in a faint)
Ahasuerus:	Mighty gods! What strange pallor suddenly blots out the color of her complexion! Esther, what do you fear?	Mighty gods(!) What strange pallor suddenly blots out the color of her complexion(!) Esther, what do you fear?

The exclamation points in Ahasuerus' second speech show that Esther's pallor had made him:

- ☐ angry
- ☐ despair
- ☐ calm and indifferent
- ☐ shocked and alarmed

shocked and alarmed

Imagine that Ahasuerus' second speech is not there. You still know that something is drastically wrong with Esther because the writer tells you that Esther should faint after her speech.

How does the author show this?

- ☐ He describes the action in parentheses.
- ☐ He has Esther say, "I faint"
- ☐ He uses double exclamation marks.

He describes the action . . . .

17.

Now READ the same passage and try to figure out what is going on in the story -- where it takes place and what's happening.

> "Who dares?" he demanded hoarsely of the courtiers who stood near him -- "who dares insult us with this blasphemous mockery? Seize him and unmask him -- that we may know whom we have to hang at sunrise, from the battlements!"
>
> It was in the eastern or blue chamber in which stood the Prince Prospero as he uttered these words. They rang throughout the seven rooms loudly and clearly -- for the Prince was a bold and robust man, and the music had become hushed at the waving of his hand.

From what is told about the music and the seven rooms you can guess that the scene is taking place:

- ☐ at a party
- ☐ during a war
- ☐ in a forest
- ☐ in a jailhouse

at a party

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22.

Below is a passage from a play. READ it, paying special attention to the signs that are there to help you understand it.

Ahasuerus: One enters here without my orders! What insolent* mortal** comes seeking death? Guards! . . . Is it you Esther? What! Without being expected?

Esther: My handmaids, sustain*** your distracted queen. I die . . . (She falls in a faint)

Ahasuerus: Mighty gods! What strange pallor**** suddenly blots out the color of her complexion! Esther, what do you fear?

The first sentence uttered by Ahasuerus shows that he:

- ☐ doesn't really care that someone has entered without permission
- ☐ is asking if someone is entering without orders
- ☐ is shocked that Esther is so pale
- ☐ is surprised that somebody is entering without his orders

is surprised that somebody . . .

* Insolent means very disrespectful.

**Mortal means a human being.

***To sustain means to hold up.

****Pallor means paleness.

18.

Dialogue in stories often involves more than two characters. However, even if only two characters are talking it can be confusing. It is important to know which character is talking. READ the passage below. UNDERLINE Brown's dialogue and CIRCLE the words of the captain.

> When Brown came off watch he went straight to the captain, who was talking with some passengers on the boiler-deck, and demanded that the boy be put ashore in New Orleans -- and added:
>
> "I won't stay on the same boat with him. One of us has got to go ashore."
>
> "Very well," said the captain, "let it be yourself," and resumed his talk with the passengers.

"I won't stay on the same boat with him. One of us has got to go ashore."

("Very well,") said the captain, ("let it be yourself,") and resumed his talk with the passengers.

Which character is obviously disturbed about something?

- ☐ Brown
- ☐ the captain

Brown

You can tell that this character is disturbed by:

- ☐ his actions (what he does)
- ☐ the way he looks at the captain
- ☐ the way the author describes him
- ☐ what he says

his actions (what he does)

the way the author describes him

what he says

The story makes it clear that Brown is:

- ☐ a passenger on the boat
- ☐ the owner of the boat
- ☐ a sailor

a sailor

100

PANEL 10

"I have done everything," said Newman. "At one time I sold leather; at one time I manufactured washtubs."

Madame de Bellegarde gave a little sneer. "Leather? I don't like that. Washtubs are better. I prefer the smell of soap. I hope at least they made your fortune." She rattled this off with the scornful air of a woman who felt that she was always free to express her displeasure, and with a strong French accent.

"I have made up my mind, after all," continued Madame de Bellegarde, "that the great point is to come out ahead. I am on my knees to money; I don't deny it. If you have it, I ask no questions. For that I am a real democrat -- like you, monsieur."

19.

REFER TO PANEL 10

Here is a conversation between a man and an overbearing* French woman.

From Madame de Bellegarde's speech you would guess that her sneer expresses the fact that:

- ☐ she is democratic
- ☐ she is embarrassed at being poor
- ☐ she is scornful of Newman
- ☐ the idea of selling leather disgusts her

she is scornful of Newman
the idea of selling leather . . .

"I am on my knees to money; I don't deny it. If you have it, I ask no questions."

The above lines tell you that Madame de Bellegarde:

- ☐ has an enormous amount of money
- ☐ is indifferent as to whether people have money or not
- ☐ passionately admires people who have money
- ☐ resents people who have money

passionately admires people . . .

Scornful means:

- ☐ admiring very strongly
- ☐ disgusted with a person
- ☐ embarrassed
- ☐ wealthy

disgusted with a person

You can tell this woman is French because the author refers to her French:

- ☐ accent
- ☐ clothes
- ☐ love of money
- ☐ taste

accent

*Overbearing means proud and "bossy."

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20.

PREVIEW FRAME

The passages you have been reading until now have been taken from novels and stories. In this kind of literature you get to know a lot about characters through the writer's description of them.

In the following frames you will be reading selections from plays. This type of literature is called drama. In drama almost everything you know about a character is revealed through his speech.

In this section you will learn to interpret a character's speech in order to understand his feelings and attitudes.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

21.

In plays the writer gives you almost no description, so you have to pay very close attention to what is being said and the way it is said. If you saw a play (as you see movies and television), you could tell a great deal by the character's tone of voice and his expression. But in reading a play you have to look for signs.

There are many signs you can look for. For example:

My dear, how old you look!

The underlined sign is an exclamation point. An exclamation point at the end of a statement shows surprise or excitement.

Now READ the sentence again:

How old are you, my dear?

The underlined sign this time is a question mark. It indicates that the speaker:

- ☐ is angry at something
- ☐ is giving a command
- ☐ is surprised
- ☐ wants to know something

wants to know something

NOTE NOTE NOTE NOTE
Skip one(1) page to find page 18.

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ADVANCED GENERAL EDUCATION PROGRAM

A HIGH SCHOOL SELF-STUDY PROGRAM

ED 069992

READING FOR SIGNS OF HIDDEN CHARACTER

LEVEL: II

UNIT: 4

LESSON: 4

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
NOVEMBER 1969

U.S. DEPARTMENT OF LABOR
MANPOWER ADMINISTRATION, JOB CORPS
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MATCH the word in Column A with its definition in Column B.

A	B
a. resentful	10. _____ angry and indignant
b. resigned	11. _____ calmly accepting
c. skeptical	12. _____ not showing one's feelings
d. taciturn	13. _____ given to talking little
e. undemonstrative	

Time completed _____

WHEN YOU HAVE FINISHED THIS TEST, WRITE DOWN THE TIME. THEN TAKE THE LESSON TO YOUR INSTRUCTOR OR HIS ASSISTANT FOR CHECKING. WAIT UNTIL THE LESSON IS APPROVED BEFORE GOING ON TO THE NEXT LESSON.

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1. PREVIEW FRAME When reading dialogue you should keep in mind that a character is not necessarily speaking the truth; the writer does not always want you to believe what the character says. As you already know, a character may be very opinionated or narrow-minded, or he may be a liar or a fool. In an earlier lesson you learned how to discriminate between (understand the difference between) statements of fact and statements of opinion. In this lesson you will learn how dialogue in stories and plays reveals (shows) a speaker's opinions, his attitudes, feelings and so on. You should remember that the dialogue of a character represents the character, not necessarily the writer. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME
2. Be very careful to distinguish opinion from fact in this passage. "She's the sort of woman now," said Mould . . . "one would almost feel disposed to (want to) bury for nothing; and do it neatly too." Mould is apparently describing a woman he finds: ☐ dead ☐ poor ☐ disagreeable ☐ admirable From the selection you have good reason to infer: ☐ only that Mould does not like the woman ☐ only that the woman does not like Mould ☐ that the woman is not at all unpleasant ☐ that the woman is really very unpleasant	disagreeable only that Mould does not . . .

1

PANEL 12

There's Captain Tom Ballou, the most immortal liar that I ever knew. He can't seem to tell the truth in any kind of weather. Why he makes you fairly shudder. He is the most scandalous liar! Whenever you find him out he swears up and down that it's the last time. And Lord knows, he probably means it each time. But it won't take but an hour and you'll catch him at it again. He must know that the whole town is on to him -- but that doesn't make him stop. I guess he knows that deep down we all think it's a great sport.

3. "She's the sort of woman now," said Mould . . . "one would almost feel disposed to bury for nothing; and do it neatly too." READ this passage carefully. Which of the following does it best describe? ☐ Mould's feelings about the woman ☐ Mould's personality ☐ the woman's personality ☐ the writer's attitude toward the woman	. . . Mould's feelings about the . . .
4. REFER TO PANEL 12 The speaker in the passage thinks that Captain Tom Ballou is an <u>incorrigible</u> liar. READ what he <u>says</u> and pay attention to how he <u>feels</u>. The speaker says that Captain Ballou's lies make him shudder. Yet from the last few lines it is plain that his <u>real</u> attitude toward Captain Ballou is one of: ☐ amusement ☐ disgust ☐ indifference ☐ scorn An <u>incorrigible</u> liar is a liar who: ☐ becomes honest ☐ will not correct his ways ☐ is not liked ☐ succeeds in fooling people	 amusement will not correct his ways

Prince Henry: Before God, I am exceeding weary.

Poins: Is it come to that? I thought weariness dared not have attacked one of so high a blood.

Prince Henry: Faith, it does me; though it embarrasses me somewhat to acknowledge it. Does it not show badly in me to take count of small (weak) beer?

Poins: Why, a prince should not be of so common a disposition to remember so lowly a pleasure.

Prince Henry: Belike (perhaps), then, my appetite was not princely got; for by my soul I do now think of the poor creature small beer.

8. Poins way of speaking to Prince Henry is:

a. ☐ conceited

b. ☐ harsh and angry

c. ☐ humorous and teasing

d. ☐ scornful

9. Prince Henry shows himself to be:

a. ☐ a bully

b. ☐ amused

c. ☐ bad-tempered

d. ☐ surprised

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5. Here is a speaker with very strong opinions. Woman, I behold thee flippant,* vain, Inconstant,** childish, proud, and full of fancies. In the speaker's attempt to describe a woman, he reveals his: ☐ admiration of her charms ☐ impatience with her silliness and flirting ☐ secret worship of her imagination *Flippant means frivolous or disrespectful about serious matters. **Inconstant means unfaithful.	impatience with her silliness . . .
6. VOCABULARY FRAME In the next few frames you will come across the following new words. Learning them will help you to understand the frames. It might be a good idea, after learning them, to write them down in your notebook so that you can review them later. resentful - angry and indignant harsh - rough, unkind cynical - distrusting people's sincerity pessimistic - expecting the worst optimistic - expecting the best resigned - calmly accepting what is NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME

PANEL 13

"I've been looking in all the pubs for you, Harry," she said in her old shrill voice. It was typical of her to say "all the pubs" when there were only two in the place. She always wanted credit for trouble she hadn't really taken.

I was annoyed and couldn't help speaking a little harshly. "You might have saved yourself the trouble," I said, "you should have known I wouldn't be in a pub on a fine night like this."

The old vixen (bad-tempered woman) became quite humble. She was always smooth enough when she wanted anything. "It's for my poor son," she said. That meant he was ill. When he was well I never heard her say anything better than "that dratted boy."

7.

REFER TO PANEL 13

Here is one character describing another. From this passage we can infer that Harry's attitude toward the "old vixen" is one of:

- ☐ fear
- ☐ love
- ☐ pity
- ☐ resentment

resentment

Which of the following is <u>not</u> going on in the passage?

- ☐ Harry is telling you how he felt toward the old woman
- ☐ Harry is telling you what he said to the old woman
- ☐ Harry is telling you what the old woman said to him
- ☐ the writer is telling you that the old woman always exaggerated

the writer is telling you that . . .

From the tone of the selection, we may infer that Harry calls the woman an old vixen because:

- ☐ everybody in the place dislikes her
- ☐ he himself resents her so much
- ☐ she calls herself a vixen
- ☐ she is in fact an ill-tempered woman

he himself resents her so much

she is in fact an ill-tempered . . .

6

"Get out of my way," she said peevishly, "and let me pass. And bad luck go with you. For we are in a hurry."

"O princess and great lady," cried Sancho piteously. "How can your kind heart fail to melt as you behold me kneeling before your most high presence?"

Hearing this, one of the others spoke up, her voice bristly with contempt. "Whoa, there, she-ass of my father!," she spat at Sancho. "Just look at the small-fry gentry, will you, who've come to make fun of us country girls! As if we couldn't give tit for tat. Be on your way and get out of ours, if you know what's good for you!" And with a haughty toss of her head she beckoned the girls onward.

5. Which of the following feelings do the girls feel towards Sancho?

   a. ☐ furious despair

   b. ☐ fear and anger

   c. ☐ mild amusement

   d. ☐ scorn and distaste

6. The girls are shown to be:

   a. ☐ angelic

   b. ☐ bad-tempered

   c. ☐ cautious

   d. ☐ friendly

7. "Be on your way and get out of ours, if you know what's good for you ⓘ"

   What does the encircled exclamation mark above indicate about the girl? _____

NOTE NOTE NOTE NOTE

Skip one(1) page to find page 34 and continue with the Mastery Test.

8.

Harry resents the old woman and is also very cynical about her. In other words, he thinks she's a phoney.

> The old vixen became quite humble. She was always smooth enough when she wanted anything. "It's for my poor son," she said. That meant that he was ill. When he was well I never heard her say anything better than "that dratted boy."

Harry's cynicism is expressed in the comments he makes on the old woman's behavior and speech. He is implying that she:

- ☐ always rudely told you what she thought of you
- ☐ never took care of her son when he was ill
- ☐ tried to make herself appear different from what she really was
- ☐ was always sickeningly humble

tried to make herself appear . . .

Harry's cynical attitude toward the old woman would lead him to:

- ☐ always suspect her of putting on an act
- ☐ believe everything she says
- ☐ help her out
- ☐ trust her always

always suspect her of putting . . .

Seyton: The queen, my lord, is dead.

Macbeth: She should have died hereafter;
There would have been a time for such a word. . .
Tomorrow, and tomorrow and tomorrow
Creeps in this petty pace from day to day
To the last syllable of recorded time;
And all our yesterdays have lighted fools
The way to dusty death. Out, out, brief candle!
Life's but a walking shadow, a poor player,
That struts and frets his hour upon the stage,
And then is heard no more: it is a tale
Told by an idiot, full of sound and fury,
Signifying nothing.

3. In this speech Macbeth declares that life is:

a. ☐ as bright and as happy as a candle

b. ☐ hard but well worth the struggle

c. ☐ meaningless and hopeless

d. ☐ too complicated to be understood by idiots

4. The attitude towards life that Macbeth expresses is probably influenced by the fact that:

a. ☐ he has just blown out a candle

b. ☐ he is a pessimistic man

c. ☐ he is watching a play

d. ☐ he has just heard that the Queen is dead

9. PREVIEW FRAME The selections you have been reading were about characters' attitudes towards other people. In the following frames you will read passages on characters' opinions or <u>issues</u>. Feelings about issues, like feelings about people, can be very complicated. For example, take the issue of equality -- should all people be treated equally? Your opinion may be that all people should be treated equally. But you may not feel that equality is something worth fighting for. Someone else may feel it is. As vou read, pay very close attention to the opinions the character states and the attitudes he conveys. Figure out what his opinion is and <u>how he feels</u> about it. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME

1. "She may measure money by the bushel now. Yet not so long ago, what was she? I hope you won't mind my putting it that way, but you wouldn't have thought her fit to shake your hand."

The speaker is describing a woman for whom he has always felt:

a. ☐ affection and warmth

b. ☐ indifference

c. ☐ scorn and distaste

d. ☐ skepticism

2. What does the above passage most clearly show the reader?

a. ☐ that the woman is very greedy

b. ☐ that the woman used to be very unrespectable

c. ☐ the speaker's feelings about the woman

10.

Here is a speaker who sees no hope for mankind.

> "Men are fallible*: they have also made things steadily worse for themselves. I do believe that in his former yeoman order, man had the dignity of simplicity. This has been spoiled by kings and tyrants, courts, pride and wealth. To the curse of original sin has been added the subordinate curse of sophistication."

Which of the following best expresses the pessimism of the speaker?

- ☐ If men could become more sophisticated they would overcome their original sin.
- ☐ Man is moving in the direction of improving himself, but his movement is very slow.
- ☐ Men were always full of faults, and as they become more sophisticated their faults become worse.
- ☐ Man continues to make the same mistakes he always did.

Men were always full of . . . .

The speaker's attitude might be best characterized as:

- ☐ amused
- ☐ bitter
- ☐ hopeful
- ☐ indifferent

bitter

*Fallible means capable of making mistakes.

MASTERY TEST

Time started _____

120

11.

This speaker does not feel as strongly about the issue as the last one.

> "I tell you after all," replied Asquith evenly, "that I do not hate mankind: it is you who hate them, because you would have them reasonable animals, and are angry for being disappointed."

In this statement Asquith implies that <u>he</u> is:

- ☐ pessimistic about man ever being reasonable
- ☐ very admiring of mankind
- ☐ very optimistic about mankind's natural reasonableness

Asquith's <u>even-toned</u> reply suggests that he is <u>not</u> very bitter. Why does Asquith not hate mankind?

- ☐ He admires man for his good qualities.
- ☐ He considers himself as bad as the rest of mankind.
- ☐ He hopes man will improve.
- ☐ He is resigned to the fact that man cannot be better.

pessimistic about man ever . . .

He is resigned to the fact . . . .

10

OPINION ON ISSUES (cont'd)

When a character expresses his opinion on an issue, you might ask yourself some of the following questions to help you learn more about him.

What is his opinion?
Is the opinion expressed truly what he thinks?
If not, why doesn't he express his real thoughts?
What does his opinion tell you about him?
How do other characters react to his opinion?
Does his opinion change? How? Why?

VOCABULARY

These words will be extremely important to you. You will need to know these words to describe character. Be sure you know exactly what each word means. Check the meaning in the dictionary.

ambitious
conventional
cynical
despair
fallible
fiend
flippant
frivolous
futile
harsh
inconstant
incorrigible
indifferent
indignation
merciless
optimistic
overbearing
pessimistic
resentful
resigned
ruthless
scornful
security
skeptical
sorrow
taciturn
undemonstrative
vain
vice
villain

12.

Here is yet another attitude toward the same question.

> I have lost my illusions (false hopes). I am endlessly amazed at the vice and folly of my fellow creatures, saddened and resigned, yet never bored, never at a loss for something to laugh at.

Here again is a speaker who sees mankind as full of faults. He is different from the previous speakers in that he is more:

- ☐ amused
- ☐ cynical
- ☐ pessimistic

amused

<u>Vice</u> means:

- ☐ abilities
- ☐ courage
- ☐ evil habits
- ☐ good deeds

evil habits

PANEL 14

Caesar: Cowards die many time before their deaths:
The valiant* never taste of death but once.
Of all the wonders that I yet have heard,
It seems to me most strange that men should fear,
Seeing that death, a necessary end,
Will come when it will come.

*Valiant means brave.

13.

REFER TO PANEL 14

As Asquith was resigned to the unreasonableness of mankind, Julius Caesar, in this passage, calmly accepts death.

Caesar would advise a warrior not to fear death because:

- ☐ all men must die; no man can decide when his death will come
- ☐ death really is not so bad
- ☐ cowards are laughed at and their lives made more miserable than death
- ☐ if he is careful he may be able to avoid it

The first two lines of the speech are a good example of a character appearing to tell you a fact, when in fact he is doing something quite different. Clearly, cowards do not really die many times.

What is Caesar doing in the first two lines? He is:

- ☐ expressing the wish that cowards should suffer more than brave men
- ☐ reporting that more cowards are killed than brave men
- ☐ expressing scorn for the coward and admiration for the brave man
- ☐ telling us that cowards often get wounded but brave men meet their death in battle

all men must die; no man can . . .

expressing scorn for the . . .

REMARKS IN PARENTHESIS

The author often inserts remarks in parenthesis in between the speeches in a play. These remarks may be description of the scene. They may be stage directions, or perhaps they may indicate the character's feelings. Any of these may be helpful in understanding what is going on.

Example:

> Pythias: (shaking the basket) And what did you pay for this stuff?
> Cebes: (very embarrassed) I got the man to let me have them for twenty denarii (pointing to a little old man sitting in the corner).

INTERPRETING CHARACTER

It is not always easy to interpret a character. Sometimes his traits are portrayed simply and we can see that he is a villain or a saint. More often a character is like people we know: He has many sides and the author shows us his many different traits to help us feel him as a real person.

OPINION ON ISSUES

A character does not necessarily represent the author's point of view, nor is what he says always true. In order to understand a character you must figure out his point of view. Here is a character making a statement on whether one should expect good things from mankind or bad things.

Example:

> "I tell you after all," replied Asquith evenly, "that I do not hate mankind: it is you who hate them, because you would have them reasonable animals, and are angry for being disappointed."

NOTE NOTE NOTE NOTE

Skip one(1) page to find page 29.

14.

In 19th century Europe, people were thought of as either upper class or lower class. The upper class was made up of rich, well-educated people. The lower class consisted of the laboring poor.

In the passage below a 19th century writer speaks for the lower class.

> Living in the nineteenth century, in a time of democracy, of liberalism, when all classes have the right to vote, we ask ourselves if what are called "the lower classes" do not have the right to the novel; if that world beneath a world, the people, must remain under the literary scorn and disdain of authors who have so far kept silent about them. We ask ourselves, if, for the writer and the reader, there are still, in these years of equality in which we live, unworthy classes, troubles too base, catastrophes too vile, to gain entrance into the novel. We answer -- No!

The speaker is demanding that:

- ☐ lower class people should have the right to vote
- ☐ novels should be about lower class people
- ☐ novels should be cleansed of dirty language
- ☐ the lower classes should have the right to read novels

novels should be about . . .

27.

VOCABULARY FRAME

MATCH the following words with their definitions, looking back if you need to.

A. ambitious
B. despair
C. flippant
D. inconstant
E. take revenge

1. _____ disrespectful about serious matters
2. _____ unfaithful
3. _____ loss of hope
4. _____ get back at somebody who did something to you
5. _____ wanting very much to get ahead

1. C
2. D
3. B
4. E
5. A

After you check your answers, you may want to add these terms to your notebook.

Time completed _____

YOU HAVE NOW FINISHED THE FIRST PART OF THIS LESSON. WRITE DOWN THE TIME. THEN, AFTER YOU HAVE REVIEWED THE MAIN IDEAS IN THE FOLLOWING SUMMARY, TAKE THE MASTERY TEST AT THE END OF THE BOOKLET.

15. PREVIEW FRAME Figuring out what someone's true feelings are, what he is really like is not an easy thing. Sometimes a character gives the impression, by the way he behaves or speaks, of being a certain kind of person, but you are <u>skeptical</u> -- doubtful as to whether he is showing his true feelings. It's not that you want to suspect him -- you're just not sure. In the following few frames you will find a speaker who, upon observing a character, realizes that there can be two different explanations of his actions. NO RESPONSE REQUIRED	GO ON TO THE NEXT FRAME

15

PANEL 15

Rarely, rarely have I met such a wild creature, a human being who was so utterly isolated (cut off) from the world, and by a sort of firm resignation,* completely closed to all surrounding life. I could make him answer when I questioned him, but he never volunteered a word and never looked at me. He had no wish for any sort of contact with the world around him; the contacts that he had known had been too cruel for that. He had no pity in him whatever. . . . He seemed never to have known a feeling softer than contempt -- or perhaps never to have learned how to show one more tender.

*To be <u>resigned</u> to something is to accept it as it is, even though you may dislike or disapprove of it, <u>Resignation</u> is being resigned.

16.

REFER TO PANEL 15

In the first part of this passage the speaker is mainly giving us a picture of how the character speaks and acts. He also suggests the impression the character makes on people and tells us a little about his background.

Which of the following does the speaker mention to support his impression that the "wild creature" is resigned to solitude (being alone)?

- ☐ He complains a great deal.
- ☐ He has isolated himself.
- ☐ He is wild.
- ☐ He seems calm.

The writer accounts for this person's resignation by explaining that his life had been very harsh. In which of the following does he say this?

- ☐ He had no pity in him whatever . . .
- ☐ He never volunteered a word . . .
- ☐ Rarely, rarely have I met such a wild creature . . .
- ☐ The contacts he had known had been too cruel for that.

He has isolated himself.

The contacts he had known . . . .

17.

This passage describes a <u>taciturn</u> character.

> I could make him answer when I questioned him, but he never volunteered a word and never looked at me.

You can infer that <u>taciturn</u> means:

- ☐ eager to be with people
- ☐ eager to interrupt the conversation
- ☐ given to talking very little
- ☐ without pity

given to talking very little

26.

Elizabeth's attitude toward Essex is very cynical. She suspects that he is really being guided by his own ambitions (his desires to succeed).

Essex: Think of the name
You will leave. . .They will set you down in histories
As the weasel queen who fought and ran away.

Elizabeth: Is it my fame you think of,
Or your own, my Lord? Have you not built your name
High enough? When we ride in the streets
Together, it's Essex they cheer and not their queen.
What more would you have?

Essex appears to be worried that:

- ☐ England will be captured by Spain
- ☐ Elizabeth will be thought of as a coward
- ☐ Spain will behave like a weasel
- ☐ The queen's armies will run away if Spain's armies attack

Elizabeth will be thought of . . .

Elizabeth cynically answers Essex, "Is it my fame you think of or your own, my Lord?" She is suggesting that Essex really wants to go to war because he:

- ☐ is ambitious for himself
- ☐ is only concerned with the good of England
- ☐ is resigned to losing
- ☐ secretly wants to embarrass her

is ambitious for himself

NOTE NOTE NOTE NOTE

Skip one(1) page to find page 27.

18.

In the last half of the passage the speaker is trying to understand what lies behind the character's behavior.

> He had no pity in him whatever . . . . He seemed never to have known a feeling softer than contempt -- or perhaps never to have learned how to show one more tender.

The speaker is skeptical that the character is simply a merciless devil (a person who feels no pity). He suspects that the character may simply be undemonstrative (not given to showing his feelings).

UNDERLINE the words in the speech above that suggests that the character was perhaps merely undemonstrative.

never to have learned to show one more tender

You might call a character undemonstrative if he:

- ☐ felt very friendly but was embarrassed to show it
- ☐ was optimistic, joyful and enthusiastic
- ☐ was really merciless but pretended to be kind
- ☐ was resigned to the worst

felt very friendly but was . . .

VOCABULARY FRAME

MATCH the following words with their definitions. (You may look back at earlier frames to find a definition if you are unsure of the answers.)

A. fallible	1. _____ not able to show emotion	1. E
B. incorrigible	2. _____ cannot be made to correct his ways	2. B
C. skeptical	3. _____ capable of being incorrect or wrong	3. A
D. taciturn	4. _____ doubtful	4. C
E. undemonstrative	5. _____ given to talking very little	5. D

After you check your answers, you may want to add these terms to your notebook.

25.

REFER TO PANEL 17

Elizabeth says she does not want war with Spain because:

- ☐ she is a coward
- ☐ England does not have enough men and money for such a war
- ☐ she does not want her advisor to become more popular
- ☐ she is advised not to

How does Essex try to shame Queen Elizabeth into changing her mind?

- ☐ He boasts that he would go to war.
- ☐ He encourages her to take revenge against Spain.
- ☐ He accuses her of being a coward.
- ☐ He tells her other queens have gone to war.

England does not have enough . . .

He accuses her of being a coward.

PANEL 17

Elizabeth: You are wrong! You are wrong!
A campaign into Spain's pure madness, . . .
think of the drain in men
And the drain on the treasury, and the risks
we'd run
Of being unable to follow success or failure
For lack of troops and money. . . !

Essex: (Letting his arms fall) But why lack money . . .
And why lack men? There's no richer country in
Europe
In men or money than England! If we are to
trifle
We might better sit at home forever, and rot!

Elizabeth: It seems to me
We rot to some purpose here. I have kept the
peace
And kept my people happy and prosperous.

Essex: And at what a price. . .
What a cowardly price!

Elizabeth: I am no coward, either.
It requires more courage not to fight than to
fight
When one is surrounded by hasty hot-heads,
urging
Campaigns in all directions.

Essex: Think of the name
You will leave. . .They will set you down in
histories
As the weasel queen who fought and ran away.

Elizabeth: Is it my fame you think of,
Or your own, my Lord? Have you not built
your name
High enough? When we ride in the streets
Together, it's Essex they cheer and not their
queen.
What more would you have?

23.

Now, whether it be
Bestial oblivion (forgetfulness), or some craven
(cowardly) scruple
Of thinking too precisely (carefully) on the event --
A thought which, quarter'd hath but one part wisdom
And ever three part coward --

In this part of his speech the speaker is trying to understand why he has failed to avenge his father's murder. He suspects that he is being so careful about making his plans, not because he is wise, but because he is:

- ☐ afraid
- ☐ indifferent
- ☐ lazy
- ☐ resigned

afraid

24.

PREVIEW FRAME

In the next selection a queen and her advisor are discussing whether or not to attack Spain. Each character states his opinion and gives his reasons. Then each character accuses the other of really having other reasons than the ones stated.

Follow the discussion very carefully from one character to the other so that you can get the picture of what is going on between them.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

19.

He seemed never to have known a feeling softer than contempt -- or perhaps never to have learned how to show one more tender.

The writer of the above passage expresses:

- ☐ his feelings about the man
- ☐ his thoughts about the man
- ☐ the facts that are known about the man

his thoughts about the man

20.

In the passage in the last frame the writer was not sure he understood the "wild creature." In the selection below, it is the writer that feels misunderstood.

I had a bad character, I know that, but my badness never gave me half the enjoyment Jack and Stella thought it did. A good deal of the time I wanted to eat lye.

The speaker implies that Jack and Stella thought she:

- ☐ had fun being bad
- ☐ wanted to make herself sick
- ☐ was born bad
- ☐ was really not so bad

had fun being bad

The speaker objects because even though she may have been a villain, often she:

- ☐ was punished for her vices
- ☐ felt very sorry about the bad things she had done
- ☐ was very merciful toward other people
- ☐ wanted to make good the bad things she had done

felt very sorry about the bad . . .

22.

REFER TO PANEL 16

Here is the speech of a man who is set upon taking revenge (getting back at the murderer) because his father has been killed in cold blood.

In the first two lines the speaker is talking about:

- ☐ himself
- ☐ his father
- ☐ his father's murderer
- ☐ his friend to whom he is speaking

his father's murderer

In the line "O, vengeance!(from the same root as the word revenge)" the speaker is expressing his:

- ☐ desire to inherit his father's wealth
- ☐ general unhappiness
- ☐ passionate desire to get back at his father's murderer
- ☐ sorrow at his father's death

passionate desire to get . . .

The speaker complains that instead of actually taking revenge he is:

- ☐ acting friendly to his father's murderer
- ☐ only cursing
- ☐ running away
- ☐ sitting back and enjoying himself

only cursing

The passage as a whole describes the speaker's:

- ☐ memories
- ☐ plans for action
- ☐ thoughts

thoughts

22

PANEL 16

Bloody, bawdy villain!
Remorseless, treacherous, lecherous, kindless villain!
O, vengeance!
Why what an ass am I! This is most brave,
That I, the son of a dear father murdered,
Prompted to my revenge by heaven and hell,
Must unpack my heart with words
And fall a-cursing like a very drab,
A scullion! Now, whether it be
Bestial oblivion (forgetfulness), or some craven (cowardly) scruple
Of thinking too precisely (carefully) on th' event --
A thought which, quarter'd, hath but one part wisdom
And ever three parts coward -- I do not know
Why yet I live to say 'This thing's to do,'
Sith I have cause, and will, and strength, and means,
To do't.

21.

PREVIEW FRAME

People are difficult to understand because they are moved by many feelings and attitudes at the same time. Sometimes the various feelings are related. For example, a character can act in a certain way because he feels both fearful and bitter, or because he is moved by both sorrow (sadness) and despair (loss of hope).

Sometimes people have feelings that seem to be in opposition. For example, a character can feel joy mingled with sadness, or he can feel restrained but friendly.

In the next selection you will read about a character who is torn by two opposing feelings, and is himself uncertain as to why he is acting the way he is.

NO RESPONSE REQUIRED

GO ON TO THE NEXT FRAME

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